

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. XI.

ST. LOUIS, JUNE, 1878

No. 6.

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- III. The College, Prof. M. S. Snow, Dean.
- IV. The Polytechnic School, Prof. C. M. Woodward, Dean.
- V. The St. Louis Law School, Prof. G. M. Stewart, Dean.

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ST. LOUIS, JUNE, 1878.

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We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

—STATE SUPERINTENDENCY.—  
So far as known, the educators of the State are unanimous in the view that R. D. Shannon should be his own successor. The press, with scarcely an exception, take the same position. B.

—SPRINGFIELD.—The annual session of the Missouri Press Association was recently held in this beautiful city, one of the most desirable residences on the continent. The reception and entertainment were simply princely.

Great credit is due the officers of

the Association for this pleasant and profitable reunion of the editorial fraternity—but especial thanks are due Mr. Eugene Feld of the *St. Louis Daily Journal*, for his unremitting attentions, and his untiring exertions in behalf of the pleasure and comfort of all concerned.

Educationally, Springfield is assuming a grand position. Her public schools are in a good condition. Drury College, though but four years old, stands high among colleges. The facilities for a thorough education are great. The department of music is probably not equaled elsewhere in the State. Drury is a warm friend of popular education. The professors all work in teachers' institutes. They labor to lift up the public school as the best means of elevating the college.

—NORMAL INSTITUTES.—Double as many Normal Institutes will be held during July and August as ever before. In all parts of the State these promise to be highly successful.

—We congratulate Iowa on securing J. L. Pickard, late Supt. Chicago Public Schools, as President of the State University.

We lose materially in power and time by employing cheap teachers. Efficiency commands good pay.

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WHAT are our teachers doing to counteract the influence of those who—not understanding the value of their work—are trying in every way to reduce their pay as teachers, to shorten the school term and to cripple in various ways the efficiency of the schools.

What are our teachers doing in this direction?

WAS your school so conducted as to make the pupils, the parents, the tax-payers—all of these anxious to secure your services, at an advance, for the next term?

—The State Teachers' Association will be held at Carthage, June 25, 26, 27. This promises to be a most valuable session.

FULLY QUALIFIED.—In speaking of Dr. Shannon, Rev. Mr. Cook, editor of the educational column in the *Doniphan "Prospect,"* says:

"The Doctor is a gentleman, a scholar and a Christian; three necessary elements in the composition of a true man. He is untiring in the discharge of his duties. The schools of the State are in better condition than they have ever been. He is now acquainted with the condition of the schools; knows what are the wants of the people, which is a consideration of weight in the matter. We cannot afford at this time, to buffer the delay that will necessarily attend the election of an inexperienced man in the working of the schools of the State. Dr. Shannon has been tried and proves himself fully qualified, and every way worthy. Let us take him. Let Ripley county bring up a full vote for the man who has, and will interest himself in behalf of her best interests—her educational interests.

We fear some of our teachers will find, when too late, that something should have been done to counteract the tendency to cut down their wages and to limit and cripple them in other directions. We have published material enough in every issue of this journal for ten years to do this, if it had been utilized and reproduced in the local papers and circulated among the school-officers and tax-payers.

How do the patrons of your school know what you have done the past session?

Have they such data as will lead them to act intelligently and liberally in re-engaging you as your successor? Did you keep the people posted through the county paper?

In the School of Languages in Iowa College, Mlle. MARTHE CHATELAIN will conduct the French Department. Prof. H. COHN will lecture on: 1. Martin Luther als Reformator in der Deutschen Sprachen Literatur. 2. Lessing. 3. Goethe. 4. Schiller. 5. Heine. 6. Die Naturliche Methode von Heness und Sauveur.

A Regular Campaign of Teachers' Institutes has been inaugurated in this and other States, this season.

Great good will result from these gatherings. The teachers will know each other better. New methods will be discussed, new interest created.

By all means make the evening lectures instructive and interesting to the people. Get up some good music and some good cheer, and some intelligent enthusiasm, and arouse a general interest in education.

ARE you going East this summer? We hope so.

If you do not go, drop a line to the ticket agents of the several routes mentioned in this issue, and see how others go and where they go, and so study practical geography with your friends and pupils awhile.

SCHOOL BOARDS do themselves credit, and insure success by re-electing early and promptly the tried, capable, efficient teachers who did good work last year. This has been done to a greater extent this season than ever before.

Go to the Institute, take pencil and paper and make full notes of methods, plans and lectures too.

If you would have your child brought into contact in the school room with men and women of culture, see to it that such men and women are secured for teachers.



## POSITIVE VS. NEGATIVE.

WE often say that this is an age of negation, without perhaps realizing how very negative is the moral teaching that we give to the people in our schools. It is as if almost all our teaching in this line were built after the model of the Decalogue, which enjoins that we shall not do eight things, and only commands us to do two.

The Christian commandments, two in number, are both positive, and generally all the maxims of Christ are noticeable as telling us what we should do, and not so much what we should refrain from. But in this regard our school ethics are more Jewish than Christian, more ancient than modern. The rules of all schools, whether expressed or understood, are mostly prohibitions, and often prohibitions with a definite punishment affixed.

The children are told more frequently both at home and in school, that they must not do such and such things than that they must do such and such, and in whatever direction the child's activity may run, he often feels as if there were a gate set up with the injunction, "Persons trespassing on this ground will be dealt with according to law," till it seems to him as if the world were mainly constructed of warnings and prohibitions.

We are often told what is the truth—that the child's over-activity must not be restrained, but must be directed into other channels, and yet it does not seem as if we fairly understood that this is merely substituting positive for negative teaching, and that it is the positive and not the negative in all lines that we most deeply need.

We once knew a father who was accustomed to ask of his children when they had done some careless thing, and gave as an excuse "I did not mean to," "Did you mean not to?" The possible errors being so innumerable and the possible correct course only one, it seems rather too much to expect that a child will be able deliberately to avoid all forms of wrong doing.

But even in this view, does it not seem simpler to tell him to do the one right thing, than to warn him to avoid the many wrong ones?

Our intellectual teaching is mostly positive, "Do so and so," while our moral education is chiefly negative, "Don't do so and so." The result is that our intellectual training is comparatively a success, while our moral training is generally a failure. And yet we do not seem to learn the lesson. If the example in the arithmetic requires division, we say to the pupil "divide." We do not say, "Do not add, or multiply or subtract," and then leave him to find out by a process of elimination what he ought to do, by thinking of the things which he has been told not to do.

Is there no way of substituting positive for negative teaching in our ethical lessons as well? The question

should be, not "Are you sure that you have done nothing wrong to-day?" but "What have you done right to-day?" To refrain from evil is not enough. To do good is the only thing. Not "What have you not done?" but "What have you done?"

When we begin to teach ethically in this way, we may perhaps succeed better.

## REDUCED SALARIES.

WE notice as a general thing, that at those places where the teachers have taken hold and interested the tax-payers and patrons of their schools in the work they have done—there has been no reduction of wages.

Where educational papers have been circulated, and where the local papers have been used to lay the facts of the progress of the pupils before the people, the teachers have been retained and their wages have been kept up to the present standard, and in some few instances increased.

We are quite sure this might have been the case in many places where the teachers have been dismissed or salaries cut down.

Our teachers do so much to create an intelligent constituency for the county papers—they are such valuable allies and helpers to the editors and publishers of the county, that these editors would gladly give them space in their columns, if they had the wit and the wisdom, and the industry and tact to furnish the matter.

If this were done our teachers would increase their usefulness and power a thousand fold. Space furnished, type set free, paper, press-work, postage and readers—all furnished, but no use made of these instrumentalities for reaching and educating and convincing the people that money expended for good schools is a paying investment—that the training, the culture, the habits of obedience, the discipline of their school is worth a thousand fold more than the cost of the schools—all this could be done—all this should be done—all this would insure permanency, appreciation and good wages.

It has not been done, and as a result teachers lose their places, wages are reduced, the efficiency of the school system is very much impaired, and there is loss to the pupil, to the people, and to the country.

The remedy for all this we have pointed out over and over again. It is for the teachers to take and read and circulate among the patrons of their schools such papers as will show the value of their work. A little money expended in this direction—if it saves, as it surely will, a change of place, a loss of prestige, and of time too, beside the expense and delay of seeking a new position. A little money expended to save all this, would be a good investment.

Would it not?

Another remedy we have suggested is for teachers to use the local press. Keep the people posted on what you are doing with their children. Show them what they get for the money expended to sustain their schools.

We furnish facts, items, arguments, figures and other material enough in every issue of this journal to run two columns in every issue of these local papers a month—if the teachers would use this matter.

This journal is edited and published with this as its paramount object.

Miss Anna C. Brackett contributes two or three of the leading editorial articles in each issue for this specific purpose. Dr. Wm. T. Harris does the same thing. Prof. Levi W. Hart does the same thing. Prof. J. Baldwin also writes in the same direction, and almost a score of the other ablest and most practical teachers and writers in this country write for the same purpose.

To use, utilize, and educate, and reproduce this material will bring the desired result: permanency, good wages, and success.

## CRYSTALS.

JUNE hath 30 days. June ought to be the teachers' month of crystallizing.

From early in September, onward during Autumn, Winter and Spring, the pupils have been accumulating the various material of knowledge in their several studies, amassing it in regular routine of work, with some such reviewing as their individual instinct, or power of generalization, or the custom of the school, or the intelligence of the teacher has naturally inspired or carefully exacted. The school year closes the last of June, or by the first of July.

It is best to crystallize the results of this study—to conduct such a thorough and genial and enlightened review of all the school-work for the closing year as will leave the pupil the possessor of all the principles and facts that his mind has patiently gathered.

We suggest two points: 1. What is to be done in this summary, this crystallizing of past efforts? 2. How is it to be done?

1. What is to be done? It consists in such a kindly examining of every pupil's attainments in the appointed studies as will reveal to his mind, clearly, what he has understood and remembers and can readily and skillfully use at will, and, of course, reveal thereby precisely what deficiencies, misconceptions or downright errors have hitherto passed unobserved, in order to correct them in season. It is practically the work of the teacher becoming a close inspector of the workings of the pupil's mind on all they have before traversed together, by skillful testing of power and of knowledge as developed during the year. It is to reveal the extent of the actual success of daily instruction and culture, ascertaining, not what should have been learned, not what is supposed to have been learned by all the means or conveniences or apparatus employed, but the actual growth and gain of each pupil. It is to show not what the children recited fluently last week, or last month, or last term, but what is the amount of

well-digested truth that is the net result, the cash on hand now,—in every case—the bright and showy pupil, the slower but very faithful plodder, the fitful, energetic, volatile spirits, each according to talents and habits.

If all this is properly done, it is not only a satisfactory test of the pupils, but a faithful, if not always a flattering measure of the teacher's skill and influence as a genuine educator, for they have been working together, one to enlighten, the other to be enlightened. Find the degrees of light, twilight and darkness, as the standing of the pupils severally is laid open to your eye.

## HOW TO DO IT.

1. Feel the importance of the work, for it is the harvest of all the year's labor, the joint labor of teachers and taught, or, to change the figure from nature to business, it is the annual dividend and total income of the year. If you lose it, much is lost, if not all. You and yours are all partners in the profits, whatever they are. You are forming the solid, beautiful, regular, symmetrical crystals of truth that are to be the glory and the treasured wealth of your pupils' intellect, not only during the long vacation of summer, but the priceless stock that will both qualify and induce them to much greater accumulations in future years, whether in school or out. If you do not deeply feel all this, you will do no justice to the work.

2. Impart the same feelings to all concerned, alike the pupils and all their friends, with as much enthusiasm and well-directed zeal as you can employ, as is inspired by vintage-season of sunny France, and by the "harvest-home" of stalwart England—jubilee for young and old, when the ripe treasures of the fields are gathered as the resources of the year.

3. When all parties are thus prepared, allow ample time—because this work can no more be advantageously hurried or forced than the growth of the human muscles, or the formation of the first crystals of quartz or limestone in the secret laboratory of nature.

4. Distinguish it clearly from any mere examination, for it is far more. The gentle and yet exhaustive examination is the mere survey of the state of the pupil's mind, and only the preparation for the more important stages. When it has been ascertained, in the most friendly manner, and fully, and by the co-operation of parents, what the pupil has been actually learned, and what share of that knowledge is clear and available, then comes the most useful and to all good pupils the most really satisfactory part of it all, the completing of all deficiencies by fresh study under new explanations, and the illuminating of all dark places as explored anew by the aid of whatever truth, and whatever added vigor of mind has been gained by the first study.

Theory is to be perfected only by gathering all the facts and organizing them into a complete whole. Practice is to be repeated until it becomes as automatic, by mere habit, as it is de-



sired to make it, in a given case. Science and art are to go hand in hand, the one to re-enforce the other. For instance, it will develop a greater power of arithmetical operations, i. e., the average intellect and will—to educate and drill it in one book, three times through a certain part, or in three arithmetics on the same topics, than to traverse only once three times the number of pages, and then with a formal examination, and nominal per cent, abandon it. That is not the way we train clerks and apprentices. How easy, if we could.

5. To succeed, it is necessary to have the whole operation natural and healthy, to avoid all cramming; to forestall all excitement and worry; to exclude all personalities of rivalry or invidious honors for any results that ignore or degrade the moral nature by low or temporary motives. The child is honest, wishes to learn and remember, is friendly, and helpful.

Protect all these, nay, develop them by all this crystallizing process that should perfect and perpetuate the year's labors.

#### DOUBLED QUESTIONS.

TO kill two birds with one stone, may sometimes indeed happen, but it is hardly worth while to attempt it, for the birds are more generally safe in the operation, and the stone is very likely to break something of more value than itself.

This was somewhat our thought as we looked over the following examination questions, which were in a set recently published in the *New England Journal*:

#### ARITHMETIC.

1. Indicate, according to the Roman notation, the date of the discovery of America, and the commencement of the late war.
2. Multiply the G. C. D. of 2-3, 3-4, and 5-6 by their L. C. M.

Now we submit that these are supposed to be questions in arithmetic, and that it is out of their jurisdiction to test knowledge of history—if dates are history—at the same time.

In the first place, any one who could perform the other questions given, is necessarily capable of writing numbers up to the thousands' place. And then suppose the candidate were to write MCDXCHL and MDCCCLVI, as the answers to the first question, how is he to be marked? In fact, is it not utterly impossible for the examiner to mark the answers at all, unless they are both entirely correct?

Ought a slip of memory in a date to lower the percentage on an arithmetic paper? And then again, even supposing the answers to be correct, how much does the question test a knowledge of arithmetic any more than if one should ask, "According to the Roman calculation how many days before the calends of March would be the second day before the nones of the preceding January?"

It is true that those who have to make out sets of examination questions now-a-days may be excused for being much at a loss for original ques-

tions if they would have a variety, and yet we think this a little too mixed to be allowable.

The objection to the second is that it is doubled and trebled. If we wish to ask a candidate for the teacher's position whether he can divide one fraction by another, by all means let us ask him. If we wish to know whether he can find the G. C. D. of numbers, let us boldly put the question. If we want to be satisfied that he can find the L. C. M., let us not hesitate to ask him to do it. But don't let us ask him to do the three, one after the other, and then mark as wrong a final result which may possibly be wrong in one figure, and yet in which the methods may be correct.

Such questions as these are examination questions rampant, and the lists which are constantly appearing are full of such questions as these, mixed and doubled and twisted in such a way that they are fair neither to examinee nor examiner, and when they have been answered, they give no great information as to whether a person is fit to teach or not.

If half the ingenuity expended in framing such questions were bent upon finding some more satisfactory test of a teacher's fitness for his position than the average examination, the schools would be immensely benefited, and much paper and ink be saved.

#### SOCIAL SCIENCE.

MR. F. B. SANBORN, Secretary of the American Social Science Association, in his most admirable address, at the recent session, said:

"Many things now combine to turn the attention of the students of social science toward questions and interests that peculiarly affect this western section of our common country; which is every year becoming more powerful, more diversified in its industry and its population, and which has until lately given so little thought to many of the questions that actively agitate more crowded populations. The happy phrase of an English statesman, describing our countrymen as 'a territorial democracy,' in antithesis to the landed aristocracy who govern England,—this phrase, I say, is ceasing to describe the people of the northeastern and middle States, who every year congregate more and more in cities and villages. But in Ohio, in Kentucky, in Illinois, and still more in Indiana, Iowa, Missouri and Kansas, the people are mainly agricultural, and the land does not yet seem over-crowded.

Even in these prairie and forest States, however, the growth of cities is rapid: and with great cities come a new series of social problems, new opportunities and new dangers,—all which it is the business of social science to meet and solve. The ancient fable of the Sphinx is still and forever true; if civilization cannot answer the questioning and questionable shapes that confront her by the way-side, then civilization must fall and be doomed.

Among these enigmas of progress, which the West as well as the East, the South not less than the North, must pause to consider, the most perplexing, perhaps, are pauperism, disease and crime. These enemies of the human race, which our ancestors hoped to avoid or greatly to conciliate by establishing themselves here, in a new and free land, have crossed the ocean along with our immigrants, and make head against mankind here as steadily, if not so dangerously as in the older countries of Europe.

The ill-omened, sinister figure, the Tramp, so well painted by one of your Ohio artists, has become naturalized among us, as a missionary or colporteur of all three—pauperism, disease and crime.

Labor groans and threatens, capital shudders and trembles, the prisons are thronged, and sometimes the public peace is endangered, by evils which we once thought were forever excluded from happy America.

In the alarming weeks of last summer, when inland commerce was obstructed, and the national circulation of traffic suddenly became diseased and congested, it was in Ohio, Illinois and Western Pennsylvania that the poison seemed to work most actively, and the danger to be greatest. That calamity was happily averted by the good sense of the people,—but the experience cannot be forgotten, and we shall long feel the necessity of guarding against a foe to civilization which was scarcely feared at all until the railroad riots showed us his possibilities for mischief."

#### A GOOD SUGGESTION.

PROF. J. M. GREENWOOD, Supt. of schools in Kansas City, makes a valuable and practical suggestion to the managers of the County Fair Associations, in this and other States. He says these associations have benefitted all sections of our country in stimulating every department of industry, and thereby creating a generous rivalry in public sentiment. That the agricultural and stock-raising interests have been furthered need only to be mentioned as evidence of the impetus given these industries.

In some localities the associations have been concerned chiefly with the products of the farm, orchard and dairy; and others again have compassed in connection with these the workmanship of the trades and professions. While these have been far-reaching in their results, there is a field of labor that, so far as the annual fairs are concerned, may be called unoccupied territory.

We need intellectual stimulus in the county fairs as well as agricultural and mechanical. It is a notable fact that school work has had no place in the fairs of this and adjoining States. Every proper influence should be brought to bear to stimulate the children in the public schools to do good work, and in no other way can this incentive be infused so effectively in the minds of

#### THE CHILDREN

as when they know their work will be submitted to public inspection.

If the managers of these associations will, they can introduce the educational feature by offering a premium, say Webster's Unabridged Dictionary, to the school that will show the best set of examination papers, and a smaller premium for the next best set.

Of course it is not our plan to go into details—merely suggest and leave it to the educators of the State to arrange particulars.

The

#### COUNTY SCHOOLS

would be largely benefitted by such action, and it would be manifestly unfair to bring them into competition with the graded schools, but that city school work should be compared with similar work, and county school with county school.

Another advantage would be the exhibition of the very best school work in the County or State. It would stimulate teachers, school directors and pupils. Every neighborhood would be reached and an additional impulse given to this essential work. Let the management of our Fairs introduce the educational feature, and take the school children's work in with the art department.

SCHOOL OFFICERS will do but an act of simple justice to their true and tried teachers to elect them early—so the vacation can be spent in laying in a store of both strength and information for the work of another year. It will be better for all concerned to hold on to teachers who have become acquainted and who have proved to be efficient, than try new instructors. Frequent changes are not good for pupils or teachers. We hope, also, that some recognition in the shape of an increase of wages will be made.

WOULD it not be well to have inexpensive graduating dresses for the boys and girls these hard times? Something plain and neat, but not costly.

There are many who can scarcely keep their children in school and buy books and pay board, to say nothing of expending money for costly dresses. We hope we are in time with these suggestions, and that they will be followed.

SUPPOSE we try it a year, and increase the wages of our teachers.

The poorest of them give a full equivalent for the money they receive—most of them give a great deal more.

We are sure it would be a good investment not only to hold on to the strong men and women who are now teaching, but to pay so much and so promptly as to secure talent that now seeks law, medicine and theology, and on the part of women, position and society.

DID you publish in the county paper the progress of your classes the past season?



## THE HIGH SCHOOL.

IN our last issue, we presented extracts from an able paper by H. H. Morgan on the High School as a "necessity of society." We follow it up in the present number with what is said

*"To Those Who Believe in Education as a Gift, and not as a Right."*

To these what has been said to the objectors of the first class applies in so far as the gift is made reluctantly. But the gift basis is untenable by any who study these peculiarities of the United States to which we owe any advantages that we have as distinguished from the peoples of other countries as favorably situated with reference to natural resources. The cardinal doctrine of the United States is the recognition of all taken together as the people; the abrogation of the laws of primogeniture, the destruction of all castes except such as naturally arise socially. As a State, we know no rich, no poor; no cultivated, no coarse; no white, no black; no native-born, no foreign-born; no strong, no weak; we know only citizens—good citizens who support the public weal, bad citizens who seek their personal advantage at public expense. As a State, we expect every man to know and perform his civil obligation, and refuse to accept ignorance as an excuse. As a State, we hold that all citizens are entitled to a voice, and that this united opinion shall stand as the will of the State in opposition to the opinions of any class.

As a State, we hold that these citizens who are the true people, shall determine what they consider the common interests, and shall have these administered by the State which is entrusted with these common interests.

As a State, we have decided that the common interests demand the free development of each citizen, and that each one shall contend against his individual disadvantages, but that he shall have no artificial burden of civil disabilities. Be he who he may, he must contend against the greed, selfishness, envy and prejudices of his fellow men; but he shall receive from the community only encouragement to better his circumstances and elevate his character. If he meet with the highest success he shall find no barriers in society, but after he has accomplished the arduous task of raising himself from a rail-splitter to the Presidential chair, he shall be received for what he is and not for what he was.

The hundred years through which we as a country have lived, will satisfy any earnest and honest inquirer that, despite the forebodings which always accompany any change; despite the doubts which seem to oppress many as to the future of our country; despite the disadvantages of the prejudices which enfeebled the efforts even of those who have wrought all that has been accomplished, we have

every evidence that the path selected leads to the goal which we would obtain.

We are of those who feel satisfied that our wealthy, or prominent, or useful citizens are such only in virtue of the free activity which our State not only permits but encourages. We see clearly, that but for this freedom of development, and but for the wider intelligence which is due to the attempt to exact from each citizen a clearer sense of his duties, responsibilities, and opportunities, a greater capacity for a self-creating activity—our prominent men would now lack those qualities which make them prominent. We must see with equal clearness that but for the inducements for emigration, our ancestors would have remained in the place from which they came, and as their descendants would have lost four or five generations of traceable ancestry, and have been occupied with the humble employments that marked our real forefathers.

We must see that the advantages which we enjoy are due to the free activity which has arisen in all countries through commerce, and in our own, much more largely from its recognition as a cardinal truth. Hence, those who look upon public education as a gift from the rich to the poor forget that from which their wealth has sprung, as well as its only secure foundation.

The increase of wealth in Missouri has accompanied the increase of intelligent activity; a period no longer than my own life has been long enough for the transformation of a town of from 34,140 inhabitants (with an aggregate of taxable wealth reported at \$940,000), to one of the largest cities in the Union, with an aggregate of wealth reported to the assessor at \$168,000,000.

This wealth has arisen from the activity of those who in the beginning had no wealth. Any old St. Louisan knows the history of the fortunes possessed by our "oldest families." It is the increase of an intelligent activity that has, within the last few years, inaugurated manufactures which represent \$48,387,150 of capital, and \$158,761,013 of production. It is this same activity that has made St. Louis measurably desirable as a place of living and laboring to the many who have come hither from other places; and it is to the wants created by their coming, that those who are to the manner born, owe the increased valuation of their property, as well as an increase in the aggregate wealth of the community.

But to secure any such results it is plainly and absolutely necessary that independence, self-help, and manhood should be developed at all costs. The development of these qualities is inconsistent with the idea of *charity*, and the condition of the South, of which I am a loyal son, proves, during its long history, the truth of my statement.

*"To Those Who Believe in Education as a Right."*

In answer to those who look upon

education as a mere sociological necessity, I have endeavored to show the superior economy of a graded system over an ungraded system, and the reasons why the grading should extend through a high school course.

To those who regard education as a gift, I have replied by endeavoring to expose the fallacy of such a belief, so that without any appeal to their generosity, they should pass over into the third class, and should gauge the limits of this education, not by their charitableness, but by the extent to which the right could be asserted.

There remains then the consideration of the claims of a high school upon those who regard education as a civil right, but wish to have it properly related to other civil rights and to see its limits, as these are determined by the nature of the right, and not by partial and unintelligent legislation. To this class apply all the arguments, already reduced in substantiating the claims of a high school upon the two classes already considered. But in addition there are other considerations which must be here represented:

1st. The political necessity, { crime, caste, creative ability.

2nd. The reciprocal duties of the citizen and the community.

3d. The sufficiency of the education as determined by these considerations.

4th. The ability and willingness of the community to see and to attain its own best ends.

The progress of the city of St. Louis is indicated by the following statistics:

Taxable property, 1864	-	\$70,000,000
" " 1870	-	160,000,000
" " 1877	-	168,000,000
Manufactures, 1860	-	\$12,733,948
" " 1870	-	48,387,150
Products, 1860	-	\$27,610,070
" " 1870	-	158,761,012
Increase 29.6 per cent. per annum.		
Population, 1844	-	34,140
" " 1850	-	74,439
" " 1860	-	160,773
" " 1870	-	310,963

Rate in increase 1870 to 1876, 12 per cent.

1877, probably 483,055.

The political necessity for public education arises not only from the inability of those of us who are poor; the community seeks through the instrumentality of education, not only to decrease crime, but also to abolish caste, by allowing the distinctions of society to determine themselves; and to call forth all the ability of our people, instead of being content with the efforts of those who, as individuals, find the stimulus and the means already provided for them.

The political necessity takes no account of the humanitarian element, but considers solely the best and most economical administration of the common interests entrusted to the charge of the State. It sees with increasing clearness, that a State prospers in proportion to its creative ability, and not in proportion to its

population, natural resources, or even the oriental luxury of its money-kings.

It sees that it is better for the common good, that every citizen should have the comforts of life and the intelligence to seek after these than that some individuals should control the revenues of a whole kingdom; it welcomes skilled laborers as immigrants, not because these can be serviceable to the merchant princes, but because as these laborers have advanced sufficiently far to be stimulated to seek higher prizes it is sure of renewed efforts to secure a more general, and a greater prosperity, not only in material resources, but in that higher life, which alone makes these resources valuable to any community.

Hence, in the common interest, and not from humanitarian motives, the State throws such influence as the citizens endow it with, towards the promotion of all that leads towards the ends for which alone it exists. As a State it is satisfied that it is at once cheaper, and more useful, to discourage crime than to punish it; that it is vital that caste should be confined to society and excluded from public interests; that creative ability should be stimulated, and neither discouraged, nor merely ignored.

## OUR NATION. WHAT IT IS.

SUCH as our Nation is—forty States with 45,000,000 inhabitants, of every race, capacity and condition—I conceive that Social Science had never and has nowhere a fairer field for its study and application. Consider first, what this great boon of universal freedom is—this citizenship in a vast continental republic, more valuable to him who possesses it than the ancient liberties of the Roman citizen. "Take heed what thou doest," said the centurion to his chief captain when ordered to scourge St. Paul—"for this man is a Roman." And the chief captain said,—"With a great sum obtained I this freedom,"—but Paul answered proudly, as an American might, "But I was free-born."

Had we purchased our liberty as the Roman vassal did, perchance we should value it more, and not, as now, sometimes say, with the English poet: "Me this unchartered freedom tires." For here we are not bound to the soil, nor in subjection to masters or to castes, nor to precedents and forms, unless we choose to take them upon us,—but free to pursue what calling we will, to hold any opinion we can accept, to marry any person who will accept us, to possess any property we can acquire, and to have a voice in bestowing the public property—to teach what we please, worship as we please, labor or be idle as we may prefer,—and above all, to form those ties of society and fellowship which in other countries are too often imposed or forbidden by tyrannous custom. Well did the old Scottish poet say,—



"O, Freedom is a noble thing!  
Freedom makes man to have liking!  
Freedom all solace to man gives;  
He lives at ease that freely lives!"

And one ingredient of this ease is, that he may take part, and, if he would have things at their best, he must take part, in all that tends to the improvement of his condition, or the enjoyment of human companionship upon the best terms. This or nothing is Social Science, which considers first what is possible, next what is right, and finally, what is expedient, for all men living in human companionship. Any other science than this is not *social*, and any other society than this will not meet the requirements of *science*, which, in these concerns, involves ethics no less than physical science. Many things in ethics are possible which are not right, and many things may be abstractly right or humanly possible, which yet are not expedient for men living under social conditions, where, as the saying is, "nothing can be good for the bee that is bad for the hive." This devotion of the single bee to the good of the swarm, is in fact, the highest result of social science.—Extract from the Address of F. B. Sanborn at Meeting of the American Social Science Association.

#### BRANCH ASSOCIATIONS.

MR. F. B. SANBORN, the Secretary of the American Social Science Association, pays the following handsome compliment to some of the branch associations, and also states the needs of the General Association. We call attention to this matter, and commend it to the serious consideration of our friends in all parts of the United States:

"That magnificent prairie commonwealth of Illinois has been the first to institute an association of women for the promotion of Social Science—an undertaking which we most heartily welcome, though we cannot claim the honor of originating it. Like the State Charities Aid Association of New York, which was organized and is directed by women, the Illinois association devotes itself chiefly to practical applications of social science, though in a somewhat different direction. It was formed at Chicago in October last, with a membership of some 200 women, now increased to 225; it publishes a monthly newspaper, "The Illinois Social Science Journal," full of interesting communications; and it has organized in its first seven months' existence eight similar associations in other States. Its president, Mrs. Elizabeth Boynton Herbert of Evanston, Illinois, in a letter lately received, declaring the allegiance of the Illinois association to this, the parent society, ("whose first-born daughter," she says, "we are,") gives a definition of our common purpose, which is perhaps as good as any: "We understand the work of Social Science to be the devising of methods for setting good influences in motion, and for counteracting the bad."

Other branch associations in cor-

respondence with our own, (most of them organized before the Illinois society, and some being rather clubs than societies) exist in Philadelphia, Detroit, Chicago, St. Louis, Hartford, Ct., New Haven, Ct., and Waltham, Mass. Of these the Philadelphia and St. Louis associations are the most active,—the former having published many valuable papers in the "Penn Monthly" and elsewhere.

Our own society has been increasing in membership during the eight months that have passed since we met at Saratoga, and now numbers something more than 400 annual members and about 100 honorary, corresponding and life members, in twenty-five States of the Union. We need, however, for the proper performance of the work undertaken, at least 1,000 members, giving us a yearly income of \$5,000, instead of less than \$3,000 as at present. With that sum assured, the Association could publish all its proceedings and all the papers read at these meetings which it would be desirable to print and circulate. It could also maintain a more active correspondence than at present with all parts of the country, and by the formation of branch societies, the delivery of popular lectures, the distribution of essays, etc., could greatly increase the knowledge of the American people in regard to the numerous topics coming up for consideration in our five departments of Education, Health, Trade and Finance, Social Economy and Jurisprudence. What these topics are and how our Association discusses them will appear in part, from the papers, reports and debates of this Cincinnati meeting. What has been done in former years the pages of our publications will show in part. But very much of the activity of the Association has been carried on by quiet methods, which leave fewer traces in books than in the gradual modification of institutions under the incessant ebb and flow of public opinion. Such as our modest work has been, we may be content to leave it for the decision of that tribunal from which there is no appeal."

#### THE RIGHTS OF INFANCY.

Editors Journal:

INFANTS are that numerous class of the human race who are not old enough to make known their wants and troubles by articulate language. Have they then, any rights which we (adults) are bound to respect? One would be compelled to answer this presumptuous question in the negative, judging from the conduct of certain guardians of childhood and infancy.

It was a great thought of a great man to have broached the question of "The Rights of Childhood." That thought wafts us back to the days of the Galilean, speaking "as never man spake," even in these words: "Take heed that ye offend not one of these little ones!"

At this point we might ask an interesting question—interesting and

profitable for the village debating society, or even the English Parliament, ready, apparently, to give many a chance to win military greatness. That question is this: What constitutes true greatness?

However the question might issue, we declare that to "train up a child in the way he should go," to have protected, cared for blessed childhood, is a grander thing than to take a city or march an army!

But many will concede that the child of an interesting age should be cared for, say from three to six—they are funny and say such funny things.

But how about that child when only as many months old?

Has it not then as much or more need of care and help than at the latter period?

Yet some mothers seem to be of the opinion that as soon as they have assumed that relationship, all responsibility has ended, and the care and training of the child can be done by proxy. Blessed is the faithful servant in such a case.

But what kind of a mother is she who will, for the sake of show and society, leave the helpless little one of a few weeks or months, in the care of a nurse or servant, very likely strangers? Yet there are such mothers (?) They are not worthy the name they bear. They have not attained to the right nor the dignity of that position.

A case in point has just come to the attention of the writer:

A young mother, fond of dress, of show, of society, and of running about, leaves her child at home in the care of a servant. Child not well, at best. The injunction, on the departure of the mother in the morning for "town," is, "If he cries, give him some of that bromide." The mother is away all day having a "good time;" she returns in the evening and finds that child dead! The neighbors understand it. If any one had any respect for that so-called mother, it has now vanished. Crape is put on the door-knob. That makes a show. Black is donned in profusion—it makes a show! There is a funeral; it is not without display. There were, no doubt, genuine tears of sorrow, nor will we harshly judge that these too were for display. We will only add that though probably genuine, and with good reason were the latter tokens of sorrow, yet that mother caused the death of her child.

The physician called it *cordis morbus*, but the fact will still remain, and the epitaph over the little grave yonder should be, "Died from the lack of a mother's care."

We thus desire to put in a plea for the little ones who cannot plead for themselves. Educators may write never so finely upon theories for the education of youth; kindergartners may be never so enthusiastic about the new education for childhood; but the greatest teacher of all is the mother, during the first year or two of the child's life. Neither physician or teacher can take her place.

How few are aware of the importance of such a relation at such a period! It is a position not second to that of a queen. The mother is the divinity of the child. Shall she be like the heartless Moloch, or like Cornelia the mother of the Gracchi, to whom her two sons were her best and only "jewels?"

When the child, with as much right to life, health and the pursuit of happiness as his elders, comes to be regarded as a thing to be thrust one side at caprice, or put in charge of an indifferent hireling, it is time to ask whether that mother has any right to have held such a relationship.

Let the mothers, first of all, be educated. A.

#### WHICH SHALL IT BE?

EVERY child is fascinated with Mother Goose, and almost every household is imbued with her fabulous, exaggerative and, oftentimes, coarse rhymes and illustrations.

Is such food the proper aliment for the infant mind? Have not the untruthful tales and falsely wonderful exploits of Mother Goose, helped to generate mental conditions out of which grow false ideas, false deeds, false lives? We seek to impress upon the child that he must always speak the truth, and yet jingle rhymes full of abominable falsities into his young ears, which become indelibly fixed in his infant mind.

Why not jingle TRUTHS, instead, making them attractive to the little ones, and thus inculcate something which, if not fully comprehended, will remain always in the memory, and be of advantage in all coming time?

With this thought in mind, the writer has prepared a number of rhymes upon various topics, which are now nearly ready for publication. She calls them Mother Truth's Melodies, and offers herewith a sample, with hope that educators will be interested, and will help to make Mother Truth as popular as Mother Goose.

#### OLD SOL IN A JINGLE.

Hi-diddle-diddle,  
The Sun 's in the middle,  
And planets around him so grand,  
Are swinging in space,  
Held forever in place,  
In the Zodiac girdle or band.

Hi-diddle-diddle,  
The Sun 's in the middle,  
And Mercury 's next to the Sun;  
While Venus, so bright,  
Seen at morning or night  
Comes Second, to join in the fun.

Hi-diddle-diddle,  
The Sun 's in the middle,  
And Third in the group is our Earth;  
While Mars with his fire,  
So warlike and dire,  
Swings around to be counted the Fourth.

Hi-diddle-diddle,  
The Sun 's in the middle,  
And Jupiter 's next after Mars;—  
His four moons at night  
Show the speed of the light;  
Next, golden-ringed Saturn appears.

Hi-diddle-diddle,  
The Sun 's in the middle,  
After Saturn comes Uranus far;—  
And his antics, so queer,  
Led Astronomers near  
To old Neptune, who drives the last car.

Mrs. E. P. MILLER.

NEW YORK, 41 W. 26th Street.



## STATE TEACHERS' ASSOCIATION.

Carthage, Mo., June 25, 26, and 27.

Excursion to Lead Mines and Session at Joplin.

## Outline of Programme.

"Importance of Thorough Elementary Training." D. C. Roberts.

"Comparative Value of the Study of the Natural Sciences." Theo. G. Lemmon.

"The Work of Normal Schools." Louis Soldan. Discussion, led by O. C. Hill.

"The High School as a Factor in a System of Public Education." H. H. Morgan. Discussion, led by J. M. Greenwood.

"Industrial Education a Present Need." C. M. Woodward.

"Moral Training an Element in the Proper Preparation for Citizenship." E. P. Lambkin.

"The Proper Position of Latin in a System of Education." Dr. M. M. Fisher.

"Philosophy of Language." H. W. Prentiss.

"Breadth vs. Narrowness." J. J. Campbell.

"Defects of Present School Law." Geo. Hughes.

"The Natural and Rational Order of Studies." C. S. Sheffield.

"What our Children Read." Mrs. Hoffman.

"County Supervision." J. W. Mathias.

"Poll-tax for Educational Purposes." Judge A. Krekel.

Reports from Auxiliary Associations. C. H. Dutcher, J. M. Greenwood.

Organization of Southwest Association.

Addresses in the evenings by Col. H. H. Harding, President S. S. Laws, and Hon. G. W. Hill, State Supt. of Arkansas.

June 28. Free railroad excursion to lead mines of Oronogo and Joplin (in the morning).

2 p. m. Association called to order. Opening exercises.

Address of welcome.

Response.

"Agitation versus Stagnation." J. Baldwin.

Short extemporaneous speeches.

3:30. Final adjournment.

The order of the programme is not followed in the above outline. The exercises will be enlivened with excellent music, and time will be allotted for regular and miscellaneous business.

## RATES ON RAILROADS.

The St. Louis &amp; San Francisco Railroad will sell 15 or more "round trip tickets" (all bought at one time) to Pierce City and return, for \$15 each.

The Missouri River, Fort Scott &amp; Gulf will sell coupon round trip tickets to Columbus and return, at Kansas City, Paola, Olathe, Les Cygnes and Fort Scott, for one fare and one-fifth.

The Missouri &amp; Western, Atchison, Topeka &amp; Santa Fe, and the Missouri,

Iowa &amp; Nebraska Railroads will return those who have paid full fare one way for one-fifth of a fare.

The Quincy, Missouri &amp; Pacific, and the St. Louis, Salem &amp; Little Rock Railroads will return free all who pay full fare going.

No reductions are made on the St. L. &amp; S. F.—(except as above)—nor on the Chicago &amp; Alton, Chicago, R. I. &amp; Pacific, H. &amp; St. Jo., St. Jo. &amp; C. B., St. Louis, I. M. &amp; Southern, St. L. K. C. &amp; N., Missouri Pacific, or M. K. &amp; T. But the present legal rates on the four roads last named make the fare exactly equivalent to one and one-fifth, at last year's rates.

## HOTEL RATES.

One dollar to one dollar and twenty-five cents per day; private boarding houses less, or free.

R. D. SHANNON, President.

H. W. PRENTISS, Rec. Sec'y.

M. WILLSON, Chairman Reception Committee, Carthage.

I desire that all those who intend to go from St. Louis over the St. Louis &amp; S. F. Railroad shall notify me at once. I must either purchase all the tickets at one time, or we must all meet at the Union Depot in St. Louis on the evening of June 23, and purchase our tickets at one time, after I exhibit an order for the reduced rates on 15 tickets or more. Such is the requirement of the railroad company.

Fellow teachers, the State Association is a power for good to the whole general system, and the common cause. You cannot afford to ignore it unless you are willing to see the cause suffer. You are certainly not willing to reap the benefits which others' labors and sacrifices secure, without making an effort to aid the toilers and cheer them.

At least fifty teachers should go from St. Louis to Carthage:—may I expect ten? After securing a great reduction in rates of travel, for your sakes, will you disappoint us? Please report to the office of the AMERICAN JOURNAL OF EDUCATION in St. Louis, at once, or by letter to me.

Respectfully yours,

R. D. SHANNON,  
State Superintendent.

## WHAT DO THEY READ?

**WHAT** do your pupils read? We hope this question will be looked into at the meeting of the Association. Our teachers can do much to correct a great and a very dangerous evil.A committee of gentlemen, among whom we find the honored name of Ex-President Woolsey of Yale College, have issued a circular calling attention to the fact that the youth of both sexes, all over the land, are being corrupted by the vicious literature everywhere exposed for sale. Prof. Sumner of Yale College, has furnished an article for *Scribner's Monthly*, from which we have made some extracts bearing directly upon this point. Prof. Sumner says:

"Few gentlemen who have occasion to visit news offices, can have failed to notice the periodical litera-

ture for boys, which has been growing up during the last few years. The increase in the number of these papers and magazines, and the appearance, from time to time, of new ones, which, to judge by the pictures, are always worse than the old, seem to indicate that they find a wide market. Moreover, they appear not only among the idle and vicious boys in great cities, but also among school boys whose parents are careful about the influences brought to bear on their children. No student of social phenomena can pass with any neglect facts of this kind,—so practical, and so important in their possible effects on society.

The writer was confirmed in the determination to examine this literature, by happening to observe, last summer, the eagerness with which some of these papers were read, and the apparent familiarity with which they were discussed by a number of boys who seemed to be returning from boarding school, and to belong to families which enjoy good social advantages. The number of copies examined for the present purpose was not large, but they were taken at random and from all the different periodicals to be found.

## WHAT THEY CONTAIN.

These periodicals contain stories, songs, mock speeches, and negro minstrel dialogues,—and nothing else. The literary material is either intensely stupid, or spiced to the highest degree with sensation. The stories are about hunting, Indian warfare, California desperado life, pirates, wild sea adventure, highwaymen, crimes and horrible accidents, horrors (tortures and snake stories), gamblers, practical jokes, the life of vagabond boys, and the wild behavior of dissipated boys in great cities. This catalogue is exhaustive. There are no other stories. The dialogue is short, sharp, and continuous. It is broken by the minimum of description and by no preaching. It is almost entirely in slang of the most exaggerated kind, and of every variety,—that of the sea, of California, and of the Bowery; of Negroes, "Dutchmen," Yankees, Chinese and Indians, to say nothing of that of a score of the most irregular and questionable occupations ever followed by men. When the stories even nominally treat of school life, they say nothing of school life. There is simply a succession of practical jokes, mischief, outrages, heroic but impossible feats, fighting and horrors, but nothing about the business of school, any more than if the house in which the boys live were a summer boarding house.

## SENSATIONAL INCIDENTS.

The sensational incidents in these stories are introduced by force, apparently for the mere purpose of producing a highly spiced-mixture. One of the school stories before us has a 'local color' which is purely English, although the names are Americanized. The mixture is ridiculous in the extreme. The hero is the son of

a 'country gentleman' of Ohio, and comes to school with an old drunkard, 'ex-butler' of the Ohio country gentleman, whom he allows to join him at the Grand Central Depot. This scandalous old rascal is kept in the story, apparently because an old drunkard is either a good instrument or a good victim for practical jokes. The hero goes to dine with a gentleman whose place, near the school, is called the 'Priory.' While waiting for dinner he goes out for a stroll in the 'Park.' He rescues a girl from drowning, sends back to school for another suit of clothes, goes out again and takes a ride on a bison, is thrown off, strikes, in falling, a professor, who is fortunately fat enough to break his fall, goes to the 'snake-house' with the professor, is fascinated by the rattlesnake which gets loose, seizes the reptile and throws it away after it has bitten through the professor's trousers—all before dinner.

## THE TEACHERS.

It is intimated that all the teachers, of course, are sneaks and blackguards. In this same story, one of the assistant teachers (usher, he is called) gets drunk and insults the principal, whereupon the latter holds the nozzle, while he directs some of the boys to work a garden pump, and throws water on the assistant, who lies helplessly drunk on the grass,—all of which is enforced by a picture. There is not a decent good boy in the story. There is not even the old type of sneaking good boy. The sneaks and bullies are all despicable in the extreme. The heroes are continually devising mischief which is mean and cruel, but which is here represented as smart and funny. They all have a dare-devil character, and brave the principal's rod as one of the smallest dangers of life. There is a great deal of the traditional English brutality in exaggerated forms. The nearest approach to anything respectable is that after another boy has been whipped for mischief done by the hero, the latter tells his friend that they ought to have confessed, but the friend replies with the crushing rejoinder that then there would only have been three flogged instead of one.

"Nor because it is unutterably disgusting and humiliating, but because the idea is profoundly and irredeemably unscientific, founded on false data, false conceptions, and false reasonings, do I altogether repudiate our 'wormy' and ape-like ancestry. Upon man everywhere, debased, degraded, fallen from his high estate though he may be, I see the seal and impress of his special and divine origin. His commission is to have dominion over, not to claim kindred with, the beasts of the earth. His privilege is to do earnestly, faithfully, and intelligently—not as an irresponsible machine, but as a free agent, able to stand, yet free to fall—the work given him by his Creator. His one supreme hope is that, when this little span of material existence is past, he enter upon a higher and enduring life, to hear, as the portals of eternity open before him, 'Well done, good and faithful.'"

Dr. Chs. Elam in *Popular Science Supplement* for May.



## KEEPING SCHOOL—TEACHING.

Editors Journal:

AN article in the April number of the JOURNAL upon the caption above, has suggested that an abstract of brief lecture talk at our teachers' meeting, last month, would extend the discussion upon a very important pedagogical subject.

*School keeping*, according to the present use of the term, was defined as representing a mechanical rather than an educative proceeding. The person *keeping* the school has received no special instruction preparatory to important work. He has only a superficial knowledge of the subjects pursued, is uninformed concerning the natural activities of the child's mind. Consequently he is ignorant of the best methods and means of awakening an interest in that mind, of stimulating it to self-action, and of preparing the way for movement, progress, and growth.

The *school keeper* follows the text book in the closest manner in *hearing* a class recite. The questions are read in a stately, drawing manner. The pupil answers, repeating from memory the words of the book. No explanations are given, no illustrative exercise offered, no questions asked by scholars. This person maintains a government over his subjects which is administered according to the statutes of *muscular rule*. The work of this mis-named teacher is never varied from this round of routine, mechanical work.

How different the management of the *true teacher*! Her entire work is educative. She looks forward to the making of a complete character. The teacher well understands the different branches. She can elucidate principles, for she has been well taught and trained herself. She is conversant with the laws that govern the activities and development of the youthful mind, and she handles the child-nature according to well-established psychological principles.

She does not regard the young mind as a receptacle to be filled with book knowledge. She treats it as having an innate power of self-activity, and incites the mind to self-action by awakening in it an interest for something new. She prepares the way for this new movement by removing obstacles, and illumining its path. This power for self-action is constantly encouraged and strengthened. The obstacles are removed by illustrative explanations. The pupil's path is illumined by suggestive exercises upon the blackboard.

The *teacher's* government is mild, firm, persuasive, such as is calculated to develop and strengthen the power of self-control.

J. W. SIMONDS.

MILFORD, MASS., 1878.

TEACH so that there shall be ability developed to apply what the pupils learn to every day, practical life. Illustrate in some pleasant, familiar way, the truth taught, so as to enable the child to grasp its relations and application.

## Some of the Essentials for Success in Teaching.

IT will be my purpose in this and future articles to designate some of the essentials for making a good teacher.

In considering this subject I shall not urge the importance of literary attainments, but rather consider other essential qualities and traits.

1. A true love for the work, and a strong desire to do good.

It may be safely asserted that no one will ever attain a high degree of success in any work unless he feels a deep interest in the same, and has a strong desire and determination even, to excel, and produce good work.

This is true of work on material objects. If a man should go to work upon a block of marble with the intention of developing a statue, he could have little hope of success if he engaged in the work as mere drudgery, and with no more interest than one who works at ditching. He must, if he would attain a meritorious rank, have a true appreciation of the work to be done, accompanied by a love for it, and a determination to excel in whatever he undertakes. If this is true of work on inanimate objects, how much more is it true with work upon the human mind?

A young lady engaged in the work of teaching once remarked to a friend, "I hate teaching and the very name of school, and I fairly dread every day's work before it is commenced."

Now it matters little what the literary attainments of this lady were, she could never excel as a teacher. She might have a sort of enforced discipline, and a semblance of studiousness, but there would be no heartiness. Every exercise would be formal and lifeless, and the general results far from satisfactory.

Let it then be regarded as a first essential to success in teaching, that the candidate have a true interest in and love for the work to which she aspires. Without it the highest literary qualifications will be of but little worth.

N.

LOUISVILLE, Ky.

## MAP DRAWING.

THE mastery of the forms, positions and boundaries of countries, and the location of cities, is best accomplished by a combination of map drawing, with the old method of map questions. The drawing is valuable as a means, since it compels a more prolonged and minute observation of the map than can be secured in any other way; and a method which enables the pupil to construct outlines readily from memory, is valuable as a test in recitation, since it gives him the power to prove beyond question that his mental geographical pictures are correct.

One more question in regard to method remains to be answered:

What shall we do with the little children? What shall be the direc-

tion of our "first steps" toward geographical knowledge?

In our judgment, if the plan just outlined be pursued with the younger classes, and every lesson be, as far as possible, explained and illustrated by reference to nature as it exists within the range of the observation, it dispenses with the necessity of any introductory course or first steps, so-called.

Still, usage has made such a course seem necessary to the majority of teachers, and the question of its character and purpose becomes an important one.

An introductory course is limited as to character, first by the feeble condition, in the very young, of nearly all the mental faculties, save observation, memory and imagination, and by the necessity of giving to the young pupil something which will be of practical value to him in case he has no subsequent geographical course.

N.

DALLAS, TEXAS.

KEEP the people posted up on the value of intelligence over vice and ignorance.

Intelligent people are law-abiding, produce more than they consume; they enrich, and beautify and build up, and circulate money and create diversified industry—which gives employment to people.

Intelligence pays.

## TALKING TO THE TELEPHONE.

PROF. YOUNG in the *Popular Science Monthly* for March, says some very interesting things about the telephone:

"When we begin to use a telephone for the first time, there is a sense of oddity, almost of foolishness, in the experiment. The dignity of talking consists in having a listener, and there seems a kind of absurdity in addressing a piece of iron, but we must raise our respect for the metal, for it is anything but deaf.

The diaphragm of the telephone, the thin iron plate, is as sensitive as the living tympanum to all the delicate refinements of sound. Nor does it depend upon the thinness of the metallic sheet, for a piece of thick boiler-plate will take up and transmit the motions of the air-particles in all the grades of their subtlety. And not only will it do the same thing as the tympanum, but it will do vastly more: the gross, dead metal proves, in fact, to be a hundred times more alive than the living mechanism of speech and audition. This is no exaggeration. In quickness, in accuracy, and even in grasp, there is a perfection of sensitive capacity in the metal, with which the organic instrument cannot compare.

We speak of the proverbial "quickness of thought," but the telephone thinks quicker than the nervous mechanism.

Let a word be pronounced for a person to repeat, and the telephone will hear and speak it a hundred miles away in a tenth part of the

time that the listener would need to utter it.

Give a man a series of half a dozen notes to repeat, and he cannot do it accurately to save his life; but the iron plate takes them up, transmits them to another plate hundreds of miles off, which sings them forth instantaneously with absolute precision. The human machine can hear, and reproduce, in its poor way, only a single series of notes, while the iron ear of the telephone will take up whole chords and strains of music, and, sending them by lightning through the wire, its iron tongue will emit them in perfect relations of harmony."

Only yesterday, think of it, two school officers came a distance of seven or eight miles to see our county clerk and county commissioner in regard to a special meeting in their district. In looking over the JOURNAL OF EDUCATION this morning, we find just such information as these men should have been in possession of.—*Cash Book*.

We are sorry for them, but cannot help it. We keep the very information they need—keep it and publish it for them every month in the AMERICAN JOURNAL OF EDUCATION, and if they will not have it, it is not our fault.

N. B. H.

## A PRAYER!

THIS is the way they do it, so the educational column in the Doniphan "Prospect" says:

"Teachers, why don't you send for the AMERICAN JOURNAL OF EDUCATION?"

Echo answers "why." It is said that some teachers are not aware that it is a paying investment; that others can not understand it; that others can not get interested in it; that a few are afraid to read it, lest they should read their fate, and that some would not have it. We know some teachers who claim that they cannot afford to take a good educational paper, and yet who spend *twenty times* the amount for *tobacco* during a year. God pity the teacher who has not moral courage enough to decide between a first-class educational journal and tobacco! May protection of the same Great Being be extended to the little ones who are to be instructed (?) by the "can't" teacher."

O hearts that never cease to yearn!

O brimming tears that ne'er are dried!  
The dead, though they depart, return  
As though they had not died!

The living are the only dead;  
The dead live,—nevermore to die;  
And often when we mourn them fled,  
They never were so high!

Yet every grave gives up its dead  
Ere it is overgrown with grass;  
Then why should hopeless tears be shed,  
Or need we cry, "Alas!"?

Or why should Memory, veiled in gloom,  
And like a sorrowing mourner craped,  
Sit weeping o'er an empty tomb,  
Whose captives have escaped?



## DON'T BE AFRAID.

THE horror of politics that some good people have, is the result of pernicious teaching. Politics is the science of government, and the politician is one versed in that science, instead of being necessarily a trickster, as is taught by too many good people. Some recommend political study and the exercise of the voting privilege; but condemn the "political machine." This is wrong. Organization and method are as essential to carry out correct political principles, as they are to carry out those of Christianity. We might just as well cry out against the Church machine as against the political machine, if the ends sought by organization are such as our conscience tells us are right. All agree that organization is essential in Christianity. There must be harmony of action of those whose convictions agree. They must associate and erect a machine of strength fitting cog with cog, so that a pull all together may advance the desired result. Organization is necessary in politics to advance a great idea or good principle. There is no reason for a division among temperance men on politics.

E. G. EVANS.

## HOW TO TEACH.

THE method through which nature teaches the young child so constantly and so rapidly before his entrance into the school room, seems indispensable until he has learned to read readily and intelligently, before which period books are practically sealed to him.

After this degree of advancement is attained, the study of suitable books is both possible and desirable, but the supporting hand must still be extended to the learner. He has but a limited acquaintance with the meaning and use of words, and his strength unaided will not yet suffice to pierce through the shell of language and obtain the kernel enclosed by it. Here the oral exercises of the objective method furnish the needed aid.

A few minutes at the close of each recitation devoted to conversation upon the subject matter of the next lesson will enable the pupil to perceive its meaning, and to form the conceptions it is designed to impress upon his mind, after which the next will be mastered without difficulty, more with pleasure and profit.

At the beginning, then, of the study of text books in geography, precede the study of each lesson by an oral exercise, the purpose of which is to awaken and direct thought, to enable the pupil to comprehend the subject matter of the next lesson and to interest him in it. In the succeeding recitation, question him not only in regard to his recollection of the matter assigned for study, but especially in regard to his comprehension of it.

By degrees, as the pupil becomes accustomed to the language of the subject, so that the text is intelligible to him, and acquires the power to

fix his attention continuously upon a thought, until it has become impressed upon his memory, these conversational exercises preceding the study of the text should be discontinued, and the pupil sent unaided to the task of mastering it.

As the preparatory exercises are gradually discontinued, the catechisms after the study of the lesson should become more and more severe, so that there will be no danger of any pupil who has imperfectly memorized or imperfectly comprehended the lesson escaping detection. Topical recitation, as a test of memory; questions, as a test of comprehension, and the preparation of tabular analysis of the subject matter under discussion, are all valuable, and should all be employed—the one or the other being employed in testing each pupil according to the habit of mind which the teacher has discovered in him.

If one is inclined to memorize and repeat mechanically, catch him with questions on the meaning of expressions used, and the relations of facts stated, or require tabular analysis, which, like a genealogical table, shall show the relation of each separate idea in the text under consideration to all the others. If the pupil have the power to comprehend readily, and the habit of thoughtful study, but is embarrassed by a feeble memory, as is sometimes the case, topical recitation will, with tabular analysis, be most profitable for him, as compelling exercise in that direction in which he most needs strengthening.

## MORE OF IT.

PROF. SUMNER says of the books and papers which are being read by our youth so eagerly:

"As to drinking, the bar-room code is taught. The boys stop in at bar-rooms all along the street, swallow drinks standing or leaning with rowdy grace on the bar. They treat and are treated, and consider it insulting to refuse or to be refused. The good fellows meet every one on a footing of equality—above all in a bar-room.

Quiet home life is stupid and unmanly. Boys brought up in it never know the world or life. They have to work hard and to bow down to false doctrines which parsons and teachers, in league with parents, have invented against boys. To become a true man, a boy must break with respectability and join the vagabonds and the swell mob.

No fine young fellow, who knows life, need mind the law, still less the police. The latter are all stupid louts. If a boy's father is rich and he has money, he can easily find smart lawyers (advertisement gratis) who can get the boy out of prison, and will dine with him at Delmonico's afterward. The sympathies of a manly young fellow are with criminals against the law, and he conceals crime when he can.

Whether good or ill happens to a young man he should always be gay. The only ills in question are physical

pain or lack of money. These should be borne with gaiety and indifference, but should not alter the philosophy of life.

As to the rod, it is not so easy to generalize. Teachers and parents, in these stories, act faithfully up to Solomon's precept. When a father flogs his son, the true doctrine seems to be that the son should run away and seek a life of adventure. When he does this he has no difficulty in finding friends, or in living by his wits, so that he makes money, and comes back rich and glorious, to find his father in the poor-house.

These periodicals seem to be intended for boys from 12 to 16 years of age, although they often treat of older persons. Probably many boys outgrow them and come to see the folly and falsehood of them. It is impossible, however, that so much corruption should be afloat and not exert some influence. We say nothing of the great harm which is done to boys of that age, by the nervous excitement of reading harrowing and sensational stories, because the literature before us only participates in that harm with other literature of far higher pretensions. But what we have said suffices to show that these papers poison boys' minds with views of life which are so base and false as to destroy all manliness and all chances of true success. How far they are read by boys of good home influences we are, of course, unable to say. They certainly are within the reach of all. They can be easily obtained, and easily concealed, and it is a question for parents and teachers how far this is done. Persons under those responsibilities ought certainly to know what the character of this literature is."

## VIGOROUS WORK.

REV. DR. BOYD of St. Louis, writes as follows of the work to be done to save the youth:

The dangers which threaten our youth call for vigorous and

## EARNEST WORK

to save them. In our large cities, boys between the ages of eight and fifteen are especially exposed to the temptations of drinking habits. A careful questioning of a large number of boys, shows a terrible state of morals. Intemperate parents are accustomed to send very young children to the grog-shops for liquor. Arrests for drunkenness among those of tender years are becoming frequent. The lads from our public schools resort, as soon as dismissed, to beer saloons. More than one-fifth of the

## BOYS OF THE NATION

are hastening with quick steps, to fill up the ranks of the perishing drunkards. The hundreds of ragged youth in this city, with the marks of the curse now upon them, appeal for help.

But how shall we reach such and prevent others from following in their path? Our public school system offers no solution for this

problem. The family relation, effective though it might be, proves itself inefficient to master the situation; for boys will use liquor for years without the knowledge of their parents, or with the consent of their example.

## IN THE SUNDAY-SCHOOL,

however, we have an efficient and powerful instrumentality. Here temperance may be pressed upon the youngest conscience with all the sacred force of religion added. Indeed, if pure and undefiled religion is taught, there will be temperance in it. Intemperance can be denounced as a sin against God and man. As Hamilcar led young Hannibal to the altar, caused him to lay his child-hands upon the holy things, and swear that as long as he lived he would be the enemy of Rome, so the teacher can pledge these little ones to

## ETERNAL HATRED

of strong drink; and the heroic service of Hannibal, performed in obedience to his early vow, is but the type of the fidelity with which tens of thousands of children will keep their pledge.

All admit that if we could save one generation of children, the temperance cause would be secure. Why may not this be done? Five millions, or more, of children in this country are studying on the same Sunday the same portion of Scripture. Here is afforded the opportunity of uniting in the study of those parts of the Bible which teach the

## TERRIBLE CONSEQUENCES

of drunkenness and the blessings of temperance. The work should be begun in the infant classes. A temperance catechism, simple in its language, dogmatic in its form, scriptural in its sentiment, should be committed to memory by the children, before they join the main school. I would begin at the root of the matter. The best authors for children should be stimulated by the patrons of temperance to expand the stock of general temperance reading, and the shelves of the Sunday-school libraries should be crowded with these attractive helps. Temperance

## TRACTS AND PAPERS

should be freely scattered, as leaves from the tree of life. There should be a temperance organization in each school, upon the rolls of which every scholar's name should be got, if need be by the most persistent personal effort. The subject itself, in its many bearings, should be presented at temperance concerts by the best and most interesting speakers. The pastor should feel that the best hour in the week is none too precious to spend with children of his Sunday-school in a meeting of their own, at which he may freely speak of temperance. And all these methods ought to be constantly and prayerfully used, until the temperance woof is thoroughly woven into the web of the child-mind everywhere.



## RAIL ROADS.

**A**MONG the great and deservedly popular lines of the country, we take pleasure in mentioning *The Chicago, St. Louis, & New Orleans Railroad*, widely known as the Great Jackson Route. This road extends from Cairo, Illinois, to New Orleans, through the States of Kentucky, Tennessee, Mississippi and Louisiana.

During the past year it came into the possession of the Illinois Central Railroad, and though operated under a separate management, already bears the impress of that great line, and is rapidly approaching its high standard of excellence. Its reconstruction has been progressing with great vigor, and it is now in a better condition, both in track and equipment, than ever before. Twenty thousand tons of steel rails have been laid, 200,000 ties renewed, and over 5,000 feet of bridging rebuilt. This work, we have the highest assurance, will be continued without regard to expense, until the entire line is renewed, and the phrase "a first-class road," so often misapplied, belongs to it without contradiction.

In consequence of the improvements made, the speed of trains has been greatly increased. Fast time, smooth and well-ballasted track, new and elegant coaches, and long runs of sleeping cars, are the attractions now offered the business and pleasure travel to and from New Orleans and the country through which the road passes.

Pullman cars run between New Orleans and Chicago, St. Louis, Louisville and Cincinnati without change, connecting in Union Depots at each of these cities with other cars running through to New York by all the principal lines. It also has sleeping cars running daily without change between St. Louis and Memphis.

A prominent feature, and one deserving great praise in the management of this road, is its system of excursion tickets. During the winter there is no more attractive city in the United States than New Orleans, and tickets to go and return, good till late in the Spring, are sold at all the principal Northern points. And in Summer, when the tide of travel flows in the other direction, excursion tickets to the Atlantic watering places and resorts of the cool North are sold, stimulating and cheapening the movement of the people in that direction. A wise policy, surely, that seeks to increase by low rates these natural and healthful changes of scene at the proper seasons. We say to all whom business or pleasure calls to or from New Orleans, take this route.

The directors of the New York, Lake Erie & Western Railroad Company, late the "Erie," have adopted resolutions expressive of their complete confidence in Mr. Jewett, both as President and receiver of the road. Under the reorganization, this old and favorite route will be more than ever attractive.

## HOLDING THE FORT.

**I**T is good to find a man nowadays equal to the emergency.

Such a man the Atchison, Topeka & Santa Fe Railroad Co., found in electing their new manager, Wm. B. Strong.

The people on the ground say that the railroad war in Colorado, at the grand canon of the Arkansas, has been a pretty lively affair. At present, to the satisfaction of Kansans, Manager Strong, of the Atchison, Topeka & Santa Fe Road holds the way, and the Denver and Rio Grande people look on. This road will develop the immense rich country around Leadville, and open the greatest wonders of natural scenery which exist in the whole world, to the reach of Eastern people.

When completed through the canon the road will pass between walls the height of which cannot but appal the stoutest hearts. At the Royal Gorge the width is forty feet, and to the west of the walls is upward of two thousand feet, absolutely perpendicular. The canon proper is some forty miles in length, and while very rugged is sublime in the majesty of its proportions. Beyond the canon the Valley of the Arkansas to Leadville, the objective point of the road, is broad and open, offering no more difficulties in the way of railroad construction than the prairies of Illinois.

## A TRIP TO TEXAS.

**H**ON. THOS. ALLEN, President of the St. Louis, Iron Mountain & Southern Railroad, and his associates, invited a committee of gentlemen from the Merchants' Exchange to take a trip over his and the connecting lines into Texas, to see the people, the crops, the cities, and the growth and prosperity of the States of Arkansas and Texas. We are to be brought every day into more intimate, friendly and commercial relations with these people and these States, and we were glad the excursion was planned on so liberal a scale and carried out so pleasantly and successfully.

The committee after rehearsing the mutual advantages to be derived from the trip,

*Resolved*, That for the thoughtful consideration and kindness in transporting our party in a safe and most comfortable manner over the Iron Mountain Road, we return to Mr. Allen, Mr. A. W. Soper and their associates our sincere thanks.

We can not refrain from making especial mention of Mr. W. R. Allen, who accompanied us the entire trip, and we feel that it was greatly owing to his supervision that we traveled over 2,200 miles and returned to our homes without a single accident. We offer him our heartfelt thanks. To the Managers of the Texas Railroads we feel the deepest obligation. Col. Geo. Noble, of the Texas & Pacific, who was with us nearly the entire trip in Texas, has won golden opin-

ions from the whole party. Mr. H. M. Hoxie and Capt. Hayes, of the International Route, not only extended the hospitalities of their road, but welcomed us to the residence of Mr. Hoxie, in such a manner as will long be remembered by all. Gen. Andrews and Mr. A. W. Dickinson, of the "Sun-set Route;" Mr. G. Jordan, General Manager, and Mr. A. H. Swansen, of the H. T. and C. R.R., in a quiet but cordial manner, made us feel quite at home while under their care and protection.

*Resolved*, That to the above-named gentlemen we hereby tender our best thanks.

## COMFORT IN TRAVELING.

Another decided improvement introduced by the

## VANDALIA LINE.

Judging of the future by the past, those who travel from St. Louis to the East will continue to be under obligations to the energetic and enterprising managers of the

## VANDALIA LINE

for the introduction of all the great improvements intended to promote their comfort or pleasure in traveling.

Years ago our railroad companies were urged to introduce through cars to the East, and thus do away with the frequent changes—many of which occurred at most unseasonable hours. But it was useless—the answer being that it was too expensive, and would not increase the travel—in fact, that it could not be done. About this time the

## VANDALIA LINE

was completed, and fully appreciating the necessity of affording every reasonable facility adding to the comfort of the traveling community, they inaugurated the opening of this Line by the introduction of the Pullman Palace Cars through from St. Louis to New York without change, by way of Columbus, Pittsburgh and Philadelphia. These were attached to the

## EVENING FAST LINE,

and met with such extraordinary success that an additional line of Through Cars was placed upon the Morning Express.

This was the first step of the Vandalia Line Managers in the interest of the public, and was soon followed by the second—which was the introduction of

## FAST TRAINS,

now recognized as the *Limited Mail Trains*.

This Through Line, composed of the Vandalia, Pan-handle and Pennsylvania Railroad, was the first to adopt the Westinghouse Air Brake and the Block system of signals, adding greatly to the safety of the trains.

We might mention other innovations upon the "old foggy" system of the past, but it was not our intention to refer to them at all, but to announce that, not content with being the "Pioneer" in the specialties referred to, the

## VANDALIA LINE

has determined to crown their efforts in behalf of the traveling public, by the introduction of the celebrated

## PULLMAN HOTEL CARS,

running them through every day from St. Louis to New York without change.

Think of it! Giving you all the comforts of a hotel whilst passing through the country at the rate of forty miles an hour! This is certainly luxury on wheels!

Can anything more be done to add to the comfort of the traveler? We shall not say no, for the managers of this favorite route are ingenious, and as they are determined to take the

## BEST CARE

of their patrons, we would not be surprised if, within the near future, they did not wake up their rivals by some new and more decided improvement,—but we cannot imagine what more they can do than they have already done.

In addition to offering these unequalled facilities for travel, the managers have always shown a liberal spirit to their patrons, to which fact the Teachers of this city can testify, and we are assured that the policy of the Line will not allow any other route to offer better rates, in fact that the fare by the Vandalia Line will always be as low as the lowest.

H. L. SCRANTON, Esq., proprietor of "Scranton's Bath Hotel," will not only be glad to see the people who wish to spend a few weeks at one of the finest watering places in America, but he is prepared, this season, to take the best of care of all who come, and to provide everything in the way of an excellent table, and a variety of amusements, so as to make this the most pleasant and attractive point in the East.

## Recent Literature.

KERAMOS AND OTHER POEMS. By Henry W. Longfellow. Boston: Houghton, Osgood & Co. St. Louis Book & News Co. \$1 25.

Every one will welcome with delight this little volume of poems from our own well-beloved and venerable poet. Keramos, the opening one, was published first in *Harpers' Monthly*, and is a poem suggested by the modern fancy for Ceramic art. The poet, as he watches the potter at his wheel, muses on the famous pottery of all lands, and between his descriptions and interpretations comes in with musical cadence the refrain of the potter.

"Turn, turn my wheel: Turn round and round Without a pause, without a sound; So spins the flying world away! This clay well mixed with marl and sand Follows the motion of my hand, For some must follow and some command, Though all are made of clay."

Among the shorter poems we find "Holidays," "A Dutch Picture," "Castles in Spain," and "The Leap of Roushan Beg" the most attractive, and while they may be said to lack that passion and fire which many poets put into their verse, they certainly touch the heart and charm the ear.

MEMOIR OF WILLIAM FRANCIS BARTLETT. By Francis Winthrop Palfrey. Boston: Houghton, Osgood & Co. \$1 50.

The subject of this memoir was a native of Haverhill, Mass. At the beginning of the war, in 1861, he was a member of the junior class in Harvard College. He entered the army as a private, and after serving faithfully till the end of the contest, retired with the rank of Brevet Major General. He served with honor, gained for himself the reputation of a brave and gallant soldier, and died in December, 1876, from the effects of the fatigues and privations he had endured. The memoir is written in a very interesting and modest manner, and shows the loving and sincere appreciation of a true friend. An excellent portrait of Gen. Bartlett has been presented, and the publishers have given the book a very attractive appearance.



THE standard literature of the Eastern Question is that published by Henry Holt & Co. of New York, comprising the following: "Egypt as it is," by J. C. McCoan, with a map taken from the most recent survey. \$3 75. Wallace's "Russia," with two colored maps, \$4. Baker's "Turkey," with two colored maps, \$4. Creasey's "History of the Ottoman Turks," \$2 50. Gautier's "Russia," reduced to \$1 75, and Gautier's "Constantinople," reduced to \$1 75.

DICTIONARY OF ENGLISH LITERATURE, being a Comprehensive Guide to English Authors and their Works. By W. Davenport Adams. New York: Cassell, Petter & Galpin. St. Louis: Gray, Baker & Co. \$4.

We have carefully and quite thoroughly examined Mr. Adams' "Dictionary of English Literature," and do not hesitate in putting it among those books no library should be without, such as Webster's or Worcester's Dictionary, a good cyclopædia, a good atlas, &c. The work has been well and accurately done, and we cordially commend it to all who are interested in knowing about authors and their works; and especially valuable will it prove to such as come to its pages for guidance and counsel. It gives a short sketch of an author, his works, often in chronological order, with references to the best biographies and criticisms which have been written on the subject, and often critical estimate of the moral or literary value of his works. Besides these facts, in their proper places are given the nouns de plume assumed by literary men and women; familiar quotations, phrases, and proverbs, with distinct references to their original sources; characters in poetry and romance, to which illustrative quotations are frequently appended; celebrated poems, songs and ballads are entered not only by their names but by their first lines; and many other features we have not space to mention.

It is remarkably free from error, and while nearly every one who uses it will find some name omitted that, it seems, should have been entered, one cannot but admit that it is a work of great research and of very high merit. Of American writers, the more widely known are entered with much fullness, and the fact that it is already in its second edition leads us to hope a careful revision will soon be given it.

DOSIA. From the French of Henry Greville. By Mary N. Sherwood. Boston: Estes & Lauriat. For sale by St. Louis Book and News Co. \$1 50.

A capital addition to the "Cobweb Series," which will rank with the best of them, though not at all similar to any of its predecessors. It resembles none of them in plot or treatment, but it is a charming story of military life and love in Russia. There are but four important characters, Dosia, her cousin, Pierre Monriest, Count Souroff, and his sister, the Princess Routschy. Dosia is a bright and original characterization, but the princess divides the interest with her very evenly. The incidents are rare and full of surprises, but they are few, those presented turning simply upon the love complications of the four people mentioned. The story has been one of the great successes of the day in Paris.

EIGHT boys and girls on a Saturday picnic in the country, with their fun and mishaps, are to be described in a short humorous story, by Sarah Winter Kellogg, which will appear in the June number of *St. Nicholas*.

CANOEING IN KANACKIA: or the Haps and Mishaps Afloat and Ashore, of the Statesman, the Editor, the Artist and the Scribbler. Recorded by the Commodore and the Cook, [C. L. Norton and John Habberton]. Illustrated. New York: G. P. Putnam's Sons. St. Louis: Book & News Co. \$1 50.

The name of Mr. Habberton, who has lately become so popular, will lead many to look into this volume, but they will really find nothing there to reward them for their trouble, or that will add anything to the fame or fortune of the authors. The book is very prettily gotten up, but one cannot help regretting that such fine paper and printing have been wasted on such worthless matter.

A MANUAL OF NURSING. Prepared for the Training School for Nurses, attached to Bellevue Hospital. New York: G. P. Putnam's Sons. St. Louis Book and News Co. \$1.

In the compilation of this manual, use has been made of the works of Mrs. Henry Smith, Drs. Edwards, Danville and Moffat, while Dr. Mary Putnam Jacobi and Dr. Victoria Smith have each rendered valuable assistance.

It is really an excellent little volume, and contains many instructions and suggestions that seem to us both practical and useful, the knowledge and proper understanding of which would be valuable in the household as well as the hospital.

GEORGE ELIOT AS A MORALIST.—From an able article on "Art and Religion in Works of Fiction," in the *National Quarterly Review* for April, we make the following extract:

"George Eliot takes real men and women, and portrays in them a real life, which, in its workings and developments, as well as in its failures, has a pathos and grandeur in naturalness far above the ordinary conception of the purely ideal. Everywhere does she set before the reader the beauty and value of high and noble living, of pure and sweet thought, as well as the consequences of ignoble living and thinking. Nowhere does she make badness fascinating, or vice attractive.

In the development of the great and central idea of unswerving allegiance to duty, which underlies all reasonable and moral life, and which is its bulwark and strength in times of peril, George Eliot has established a claim upon the admiration and gratitude of every woman in the land. If she leaves the idle prattle about God out of her novels, she enthrones virtue and the divine laws in his place.

What matters it therefore if the name of Jesus Christ, as a living force in the world is seldom found in her books, when they are so full of what is of far greater worth than a mere name—the essence of His spirit, which is the foundation of all true life and progress. George Eliot, above all living novel writers, possesses the genius of common sense, and her forcible, practical way of illustrating the spiritual laws which surround her characters, of meeting their spiritual wants, and through them the wants of the perplexed and discouraged human heart the world over, is wholly opposed to any merely sentimental or emotional process. We rise from an intelligent perusal of her books with renewed strength for our conflict, with minds enlightened and refreshed by the humor, wisdom and imagination we find there, and with souls cheered and sustained by a clearer comprehension of, and a broader outlook upon, life and its laws. She has created a new world, of which we who reach do but half catch the light and glory, but in which she reigns supreme.

G. P. PUTNAM'S SONS have in press a volume of humorous sketches by W. L. Alden, the Sixth Column man of the *N. Y. Times*.

The volume will be fully illustrated by F. S. Church, who made the clever designs for the "Out of the World" Fables.

MR. CHARLES ELIOT NORTON, Professor of Art at Harvard University, proposes to have thirty to thirty-five of Turner's etchings of the designs for the "Liber Studio-rum" reproduced by the heliotype process, as near as possible, in fac-simile, and of the size of the original. This he does in concert with Mr. Ruskin, who has sent the Turner etchings from his own collection. The plates will be issued in a portfolio for subscribers only, and the price of the set will be ten dollars. They will probably be delivered in June, and Prof. Norton desires that early notice may be given by those who wish to subscribe, either to him or to Messrs. Houghton, Osgood & Co.

#### HOLIDAYS.

"The holiest of all holidays are those kept by ourselves in silence and apart; The secret anniversaries of the heart, When the full river of feeling overflows; The happy days unclouded to their close; The sudden joys that out of darkness start As flames from ashes; swift desires that dart

Like swallows singing down each wind that blows!

White as the gleam of a receding sail, White as a cloud that floats and fades in air,

White as the whitest lily on a stream, These tender memories are—a Fairy Tale Of some enchanted land we know not where,

But lovely as a landscape in a dream."

From "Keramos, and other Poems," by H. W. Longfellow.

G. P. PUTNAM'S SONS are about publishing a series, edited by Edward L. Burlingame, to be called "Current Discussion." It is to be a collection of reprinted papers from the English reviews and magazines, upon topics of general interest among thinking men. Each book is to be upon a single subject, and is to include the ablest essays of distinguished writers upon all sides of the subject. The excellence of the plan is unquestionable, and the first volume, lying before us, promises happily for its execution. It is entitled "International Politics," and republishes in form quite worthy of them some of the best existing utterances upon this subject. The papers are nine in number, and are "The Russians, the Turks, and the Bulgarians," by Archibald Forbes; "Turkey," by Viscount Stratford de Redcliffe; "Montenegro," by W. E. Gladstone—these three taken from the *Nineteenth Century*; "The Political Destiny of Canada," by Prof. Goldwin Smith, from the *Fortnightly Review*; "Prussia in the Nineteenth Century," by Prof. J. S. Blackie, from the *Contemporary Review*; "The Future of Egypt," by Edward Dicey, from the *Nineteenth Century*; "The Slave Owner and the Turk," by Prof. Goldwin Smith; "The Stability of the British Empire in India," by Prof. Sidney James Owen; and "The Relation of the English People to the Russo-Turkish War," by Edward A. Freeman—the last three from the *Contemporary Review*. The collection is one that speaks for itself, and the excellence of the initial volume will undoubtedly secure a welcome for the second one, which will treat of "Questions

of Belief," and be of a religious and theological character.

THE county papers are so directly dependent on what our teachers are doing to create an intelligent constituency for them, that most of them are anxious to help the teachers in every possible way.

Do you keep up an educational column to show what you have been doing?

THE May-June number of the *North American Review* contains the following articles: "Is the Republican Party in its Death Struggle?" by Senator T. O. Howe; "The Sovereignty of Ethics," by Ralph Waldo Emerson; "Our Commerce with France," by J. S. Moor; "Discipline in American Colleges," by James McCosh, President of Princeton College; "The Army of the United States," by Gen. Jas. A. Garfield; "Is Man a Depraved Creature?" a debate, by Rev. T. W. Chambers, D. D., and Rev. O. B. Frothingham; "The Irrepressible Conflict Undecided," by Senator A. Cameron; "Chinese Immigration," by M. J. Dee; "The Phonograph and Its Future," by Thomas A. Edison, the inventor of the instrument; Contemporary Literature.

Published at 551 Broadway, New York, and for sale by booksellers and news dealers generally.

THE telephone is simple in principle notwithstanding its wonderful results—so simple, indeed, that the editors of *St. Nicholas* announce for the June issue an illustrated article telling how even boys and girls can make for themselves a working set of telephones without much trouble and at small cost.

"The World's Work" department of *Scribner* for June is largely given up to a description of some "Improved Dwellings"—otherwise sensible apartment houses—recently erected in Brooklyn for people of small means. The sanitary conditions of these buildings are said to be of the best, and the arrangement of rooms most convenient. The rents range from \$6 to \$18 per month. Altogether the experiment seems to be worthy the attention of capitalists.

PUTNAM'S LIBRARY COMPANION for the year 1877 is issued in one volume, having appeared quarterly during the year as a continuation of "The Best Reading," which was compiled by the same hand. The idea is a good one, and the catalogue is useful, and we are glad it has been thus far successful enough to warrant its continuance.

PETTINGILL'S "Annual Newspaper Directory and Advertiser's Guide" comes to us in its usual handy and attractive form. Beside the customary catalogue of American publications, arranged in sections according to the great general divisions of the country, it contains several separate lists of periodicals devoted to special subjects, a number of sketches of newspapers and their advertisements, and the portraits of prominent journalists, living and dead, among them a good likeness of the late Mr. Bowles. Pettingill's is one of the oldest and largest advertising agencies in the country, having three offices, at Boston, New York and Philadelphia.

FILL up a column of the county paper with interesting matter in regard to the advantages of good schools to the State.



We speak from *personal knowledge*, when we say the Massachusetts Mutual Life Insurance Company is one of the very safest and best in the United States.

Those who manage its affairs are among the most careful, conservative, and discreet business men in New England.

Its unimpaired assets of over six millions of dollars, its *non-forfeiting* policies, its mutual feature, by which nearly a million of dollars was returned in dividends to the policy-holders last year—these features make it one of the safest and most desirable companies in the country.

The company have not only been careful and fortunate in their management at home, but in the selection of Mr. Uriah B. Wilson of this city, as general agent for Missouri, Kansas, Nebraska, Colorado and Southern Illinois, they have secured one of the most judicious and responsible men in the West to manage its affairs in these States.

Mr. Wilson desires to secure reliable and competent agents, and we advise our friends in these States to correspond directly with him. Look over the statements in another column.

#### Summer Excursion Tickets.

The Ohio & Mississippi Railway is now selling round trip tickets to the Medicinal Springs and Summer Resorts on and near the line of the Baltimore & Ohio and Chesapeake & Ohio Railroads. Tickets are good to return until October 31st. This company also has on sale excursion tickets to Lake Chautauqua. The National Sunday School Association meets at this beautiful resort on August 3d. For tickets, time tables, and full information regarding routes, &c., call on or address

J. D. PHILLIPS,

Ticket Agent Ohio & Mississippi Railway, 101 and 103 North Fourth Street, under Planters' House, St. Louis, Mo.

**NOTE.**—County Commissioners and all County Clerks who receive the JOURNAL OF EDUCATION, would confer a favor on the State Superintendent by filing these published decisions away for reference, and would themselves reap an advantage therefrom.

#### MISSOURI.

##### Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school

system and the workings of the department.

If you should persuade every teacher and every school board in your county, not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

It was intended to give a full analysis of the opinions of Judges Norton and Henry, respecting the powers of school boards to make and enforce rules for the government of schools under their charge; but another opinion has just been delivered by Judge Napten, for the court, of such importance, and upon a question with which the State Superintendent has to deal so frequently, that it is deemed best to give it the space in this number of the JOURNAL which would otherwise be occupied by the intended comments.

The opinion of the Supreme Court, given below, fully sustains the instructions given by the State Superintendent, in the third paragraph on page 55 of the pamphlet edition of the school law.

Another interesting decision has been rendered by Judge Henry, sustaining the instruction given in the last paragraph on page 54, which will be printed next month.

Following the opinion below, a brief comment on the opinions first above mentioned will be found.

#### USE OF SCHOOL HOUSES FOR OTHER THAN SCHOOL PURPOSES. DECISION OF THE SUPREME COURT.

"Darton and Darton vs. Hearne."

The directors of the school district of the town of Orrick, at a regular meeting of the board, adopted a resolution authorizing the school building, put up and furnished under the school law, by a levy of taxes on the people of the district, to be used by the defendant for teaching a Sunday School. Objections were made by a minority of the board, and an application was made to one of the judges of the county court for an injunction, which was granted, prohibiting the defendant, who was superintendent of the Sunday School, from occupying the school house. The circuit court, on a hearing of the matter, dissolved the injunction and adjudged nominal damages to the defendant, and the only question presented by the plaintiffs, who appealed from the decision, is whether the directors had authority under the law to grant the permission given the superintendent of the Sunday School. It is doubtless not unusual for these

common school buildings to be used for such purposes as the one in Orrick was applied to, and probably, by common consent, they are used for religious services on Sunday.

The question is, however, as to the power of the school directors to appropriate the school building to a use having no connection with the educational purposes for which it was constructed, at the expense of the inhabitants of the school district. A corporation, it was observed, in *Blew vs. Pa. Ins. Co.*, 10 M. R., 566, is not only restricted from making contracts forbidden by its charter, but can only make those which are necessary to effectuate the purposes of its creation. It is not pretended that any direct authority is given in the school law justifying or authorizing the action of the board in this case, nor has it any connection with the object for which the house was built.

That the object to which the directors authorized its use was a praiseworthy one is true, and it may create surprise that objections were made,—but if the precedent be established, it may lead to great abuses and disagreeable altercations between different religious denominations, which it is the purpose of our common school system to avoid.

We think the injunction should have been made perpetual. The judgment is therefore reversed and the cause remanded. The other judges concur.

W. B. NAPTON."

#### POWERS OF DIRECTORS.

The opinions of the court, already given, settle distinctly and particularly two things:

First—The board of directors, and not the parent of the child, has legal control of the child during school hours, and on the school premises, so long as it is a pupil.

Second—The board has the power to make any rules for the government of the pupils which may be found necessary for the discipline and success of the school.

It follows, then, that if the parent will not co-operate with the board, or teacher (the board's agent) by watching over and controlling the child out of school hours, and off the school premises (when and where the board cannot exercise direct control, or legal power), and such neglect of the parent works to the injury of school discipline and order, the board may expel the pupil.

Two cases in illustration are taken from the correspondence of the office.

First; a gentleman writes to know by what authority the board requires a pupil to bring a written excuse for absence, from the parent or guardian. The answer is; to permit pupils to absent themselves from school without evidence of the parent's consent, or requirement, would be utterly fatal to the discipline of the school.

Second: a lady teacher writes, that she made a rule forbidding her pupils (boys) to go coon-hunting, and asking if she had a legal right to enforce such a rule. The answer is, unquestionably, no. At home, and out of school hours, neither teacher nor board has any legal power. If the boys were doing no good for themselves at school, and, by being uncontrollable, were exercising a pernicious influence, or causing the teacher to waste time, their coon-hunting propensities might be reached and checked from a different direction, or at least rendered harmless, as to the school.

Enact, and enforce, a rule that unless such boys do their duty as pupils, they shall be expelled, and do not stop to investigate causes.

R. D. S.

#### Drop Him a Line.

If you wish to perfect yourself in a thorough, practical Commercial Course, or to become a Short Hand Writer, attend and graduate at Johnson's Commercial College, St. Louis. It is one of the largest and best disciplined institutions in this country. For circulars or specimens of penmanship, address, with stamp, the President,

J. W. JOHNSON.

11-13 12-2

ALL nervous, exhausting, and painful diseases, speedily yield to the curative influences of Pulvermacher's Electric Belts and Bands. They are safe, simple, and effective, and can be easily applied by the patient himself. Book, with full particulars, mailed free. Address Pulvermacher Galvanic Co., Cincinnati, Ohio. x8 eomly

**Cassell's New Popular Educator,** Can be obtained of Flanagan & Clymer, General Western Agents, 805 Chestnut Street, St. Louis.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION.

It will pay to read *carefully* the official department of the JOURNAL.

#### GOOD ADVICE.

HERE are some practical suggestions worth heeding:

Without rewards a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school house. Keep the premises clean and in order. Don't be afraid of fresh air. Your pupils will copy you in everything, unless indeed they see that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be firm; be true; be diligent; study every lesson; you can't teach a class in even the first book without previous study. Suppress lying and discourage the sneak. When your pupils do well, give them some substantial evidence of their well doing by merits, checks, certificates or reward cards.

#### The American Journal of Education.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

Single subscriptions, \$1 60 per year. In clubs of five, \$1 per year.



**The Hamilton House,**  
Stamford, Conn., is one of the most delightfully situated, as well as one of the best furnished summer resorts which can be found on the Sound. Every room has a pleasant outlook, is furnished with gas and water, and the beach for bathing is one of the best. Trains every hour from New York.

Very favorable terms will be made for parties for the season. Address C. C. Wetsell, Stamford, Conn.

#### Pavilion Hotel.

An old editorial friend, who knows whereof he speaks, says "You and your friends will find 'Islip' one of the *very finest resorts* on Long Island, and the 'Pavilion' in every respect a first-class hotel. It has just been newly refitted, and refurnished throughout. The rooms are large, airy, and well ventilated, and the table supplied not only with all kinds of sea food, but with every other delicacy of the season, beside vegetables fresh from its own garden.

The country is picturesque, drives unsurpassed, and the fishing, sailing and bathing, as it is on the *great south bay*, just opposite Fire Island, cannot be surpassed.

It is easy of access, being only an hour and a half ride from New York."

Another thing our friend says, "the prices conform to the times," and commonplace as the last statement may seem, people are considering the matter of price. We shall spend some time at Islip this season.

MR. S. H. KNIGHT of the

#### CHICAGO, ALTON & ST. LOUIS R. R.

has issued an attractive and readable book of routes and rates for Excursion Tickets from St. Louis to the Summer Resorts in the North and East, via the

#### CHICAGO, ALTON & ST. LOUIS LINE.

Tourists' and Excursion Tickets are sold to every prominent resort in Minnesota, Wisconsin and Michigan, and to most of the leading resorts various forms of tickets are sold, giving travelers a choice of any of the lines reaching the point of destination.

Nearly 400 forms of excursion tickets, all good from June 1 until September 30, are sold from the St. Louis office alone. Tickets of the same forms are sold on all roads leading to St. Louis from the West, South and Southwest. A book containing a complete list of excursion tickets which are sold from St. Louis will be furnished upon application to Mr. S. H. Knight, at the office under the Planters' House, in St. Louis, or to Mr. Jas. Charlton, General Passenger and Ticket Agent, Chicago.

#### ADVANTAGES OF THE CHICAGO, ALTON & ST. LOUIS LINE.

It is the only line equipped with the Westinghouse Automatic Brake and Blackstone Platform and Coupler, making it the safest road in the country to travel over. The Blackstone Platform and Coupler used on all cars of this line, are not surpassed by anything of the kind ever invented for safety, and afford a safe passage in walking from one car to another, and form an absolute safeguard against telescoping. A large portion of the line is double track and steel rails. Its bridges are iron and stone. Its track is smooth. No accidents.

Trains on this road are not run at extreme and dangerous rates of speed. This being the Short Line, the distance can be accomplished at a safe rate of speed, in much less time than by other routes.

Direct connection is made with the Chicago, Milwaukee & St. Paul, and Chicago & Northwestern Railways.

This is the only line by which passengers can leave St. Louis in the celebrated Pullman Palace Sleeping Cars at night and reach any of the principal resorts in Wisconsin the following afternoon in time for supper.

**A NEW MANAGER.**—The complications that have existed during the last few months in regard to the management of the Hannibal & St. Joe Railroad have satisfactorily terminated. Mr. J. B. Carson assumed the duties of general manager last week.

Mr. Carson is a railroad man of large experience and good judgment, and there is no doubt that he will succeed in making this road again one of the best in the Western country, and prove the wisdom of his selection for the responsible position of general manager.

#### CHEAP EXCURSION RATES

VIA THE

Keokuk Northern Line Packet Co.

An Interesting Letter from the Gen. Ticket Agent, Mr. Jas. A. Lyon.

To the Teachers of St. Louis and vicinity:

The toilsome and weary days of your arduous and close devotion to the duties that have claimed your time and talents for the past year, are about to be succeeded by a few weeks of rest and freedom.

How and where to pass the coming days, so as to secure the most pleasure and recreation with the least outlay and trouble, are questions now to be settled.

Minnesota and Wisconsin, where many of you have sojourned during summer months, will naturally be first thought of—and when it is known that for a trip to St. Paul and return on one of our Passenger Packets, including meals and stateroom, but \$26 is required for the round trip, the question as to "How and Where" is decided at once.

We have made arrangements with a Through Rail Line, running Sleepers without change from St. Paul to St. Louis, by which you can have choice of returning by river or rail—rate the same.

Tickets, stateroom and general information, furnished on wharf-boat, foot of Olive street, or for "Special Route and Rate Sheet," address

JAS. A. LYON,  
General Ticket Agent.  
St. Louis, May 23, 1878.

#### MR. C. C. COBB

Says the Cleveland, Columbus, Cincinnati & Indianapolis Road is in better shape and is doing a better business now than at any other time known in the history of the road. It runs two through passenger trains daily, beside its numerous short and accommodation trains. This road connects with the Indianapolis & St. Louis Road at Indianapolis, and since the pool between the latter road and the Vandalia has been dissolved, which has thrown all the through passenger travel on the Indianapolis & St. Louis Road by way of the C. C. C. & I. Road, the connections on the through business have been so uniform and regular as to make it virtually a continuous line. The road is well managed and properly officered. The company has generally renovated its coaches and parlor cars and made them models of comfort and convenience, so as to be ready for the summer travel.

**"CURRENT AND IMPORTANT EVENTS."** "The Irresistible Conflict with the Demon Alcohol," a "History of the Murphy Movement," with sketches of the Prominent Temperance Reformer. "Opium, its intemperate use and cure." "Life and Death of Pope Pius IX" "Description of the conclave of Cardinals and election of Pope Leo XIII." A "Chronological History of the Events of the Russo-Turkish War." beautifully illustrated. Best book for agents. Price \$1 50. Send for terms.

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#### OHIO & MISSISSIPPI RAILWAY

to those contemplating a trip to the East during the summer. This favorite road connects at Cincinnati with all the Great Trunk Lines, and affords to its patrons a quick route and the very lowest rates to all principal Eastern cities. For tickets, full information regarding rates, routes, &c., call on or address

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11-67

#### STRONG ENDORSEMENT.

THE Desks and Seats used in the Model School House exhibited at the Centennial Exposition were the "New Patent Gothic" style, as shown in the following cut,



and are used *exclusively* in the public schools of Philadelphia, and this city gave its unqualified endorsement of this "New Patent Gothic Desk" by a unanimous re-adoption of them after five years of trial, during 1871, 1872, '73, '74, '75, and 1876.

The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give *entire* satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

Before purchasing school desks, in view of the *price* and the construction of the "Patent Gothic Desk and Seat," parties wishing to buy should call upon or address, with stamp for reply,

J. B. MERWIN,

704 Chesnut Street, St. Louis, Mo.



A New Agent of Cure Acting in Harmony with Physiological Laws.

### OF SPECIAL INTEREST

### TO TEACHERS AND PROFESSIONAL MEN,

And to all who in consequence of overwork feel that they are slowly losing vitality and the power to do their best.

To all such we offer a new agent of cure and restoration, which acts as a revitalizer, and this with a promptness that at once arrests the downward drift. This new agent is

## COMPOUND OXYGEN.

You ask, What is Compound Oxygen? It is a combination of Oxygen and Nitrogen, the two elements which make up common or atmospheric air, in such proportions as to render it richer in the vital or life-giving element. We give but a single testimonial out of hundreds in our possession, to the remarkable curative powers of this new treatment of disease, that of T. S. Arthur, the well-known American author. In his Home Magazine for July, 1877, he says:

"Nearly seven years have passed since we began using this treatment. Up to that period our health had been steadily declining; not in consequence of any organic disease, but from overwork and consequent physical and nervous exhaustion. The very weight of the body had become tiresome to bear, and we regarded our days of earnest literary work as gone forever. But almost from the very beginning of our use of the Compound Oxygen, an improvement began. There was a sense of physical comfort and vitality not felt for years, and this slowly but steadily increased. Literary work was resumed within a few months, the mind acting with a new vigor, and the body free from the old sense of weariness and exhaustion. A better digestion, an almost entire freedom from severe attacks of nervous headache from which we had suffered for twenty years, and from a liability to take cold on the least exposure, were the results of the first year's use of the new treatment; and this benefit has remained permanent. As to literary work in these years, we can only say that it has been constant and earnest; and if its acceptance with the public may be regarded as any test of its quality, it is far the best work that we have done."

COMPOUND OXYGEN is administered by simple inhalation at our office, or at the patient's own home.

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**Drs. STARKEY & PALEN, 1112 Girard Street, Philadelphia.**

## PATENT GOTHIC DESK.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give a cut below of the numbers and sizes so that school officers may know how to order, and what sizes to order.



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. { Back Seat, Size 1 to start the rows with

Size 1, High School, for two pupils from 15 to 20 years of age. Price, \$15 00.  
Size 2, Grammar, " " 12 to 16 " " Price, \$10 00.  
Size 3, First Intermediate, for two pupils from 10 to 13 years of age. Price, \$8 00.  
Size 4, Second " " " 8 to 11 " " Price, \$6 00.  
Size 5, Primary, for two pupils from 5 to 9 years of age. Price, \$4 00.

We manufacture several kinds of lower priced desks. Send for circulars.

### "The Combination Desk and Seat."



Desk- Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price, \$5.

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age. Price, \$5.

Size 3, Double, First Intermediate, seating two persons, 10 to 12 years of age. \$4 50.

Size 4, Double, Second Intermediate, seating two persons 8 to 11 years of age. \$4 00.

Size 5, Double, Primary, seating two persons 5 to 9 years of age. Price, \$3 50.

Back or starting seats to correspond with any size desk. Price, \$3. Discount for Cash.

These desks are the plainest and cheapest in price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

### Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shaped at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

For further information, circulars of globes, outline maps, slating, and everything needed in schools, call upon or address, with stamp for reply,

**J. B. MERWIN, 704 Chesnut st., St. Louis, Mo.**

## PRACTICAL SUGGESTIONS TO SCHOOL OFFICERS.

There is a growing conviction on the part of parents, school officers, teachers, and all patrons of our schools, that *properly constructed seats and desks* are an absolute necessity in every school house. Not only comfort, but the health of the pupils demand this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We again call attention to this matter thus early and specifically, because we have found in an experience extending over more than twenty years, that in furnishing school houses great trouble and annoyance has been caused by the delay on the part of those whose duty it was to order seats and desks SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being on hand and set up in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks I manufacture, and there is no profit in the business to warrant such an outlay of money.

We have known those whose duty it was to provide these things, to delay ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that the goods have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats—and the school became demoralized for weeks, because the seats and desks were not ordered in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the foundation of the building is being laid.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say who have used our desks for more than ten years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from Dr. W. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—

### Of Our Home Endorsements!

J. B. MERWIN, 704 Chestnut Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give entire satisfaction. The

### "New Patent Gothic Desk,"

with curved Folding Slat seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,  
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

## Another Strong Endorsement.

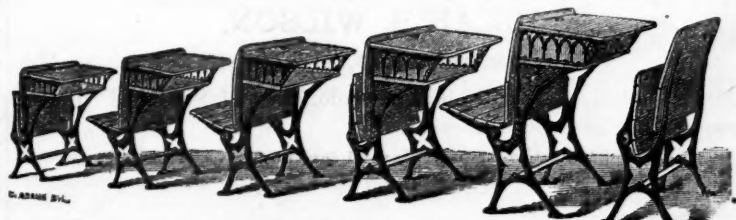
We commend the following letter from one of the best known and ablest educators in Texas, to those who design to furnish schools:

RIVER SIDE INSTITUTE, LISBON, Dallas County, Texas.

J. B. MERWIN, St. Louis, Mo:

My Dear Sir—I feel it to be not only a pleasure but a duty to say to eachers, trustees, and others interested in education in Texas, that the School Desks, Maps, Globes, Charts, Blackboards and other apparatus purchased of you some time since for this institution, amounting to nearly \$500, came safely and promptly to hand, just as ordered, and the outfit is a splendid one in every way. I found everything to be just as you represented it, and I take pleasure in saying to those in need of school desks, after thoroughly testing them—that

### THIS PATENT GOTHIC DESK AND SEAT



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. { Back Seat, Size 1, to start the rows with.

is the best desk and seat I have ever seen or used, and I desire to say further—that if our Texas people need school supplies in their schools, and they certainly do, you will do as well, and I think better, by them than any one else I know of engaged in supplying schools.

Very truly yours,

JAS. R. MALONE,  
President River Side Institute.

For circulars and price lists, for everything needed in your schools, address with stamp for reply,

**J. B. MERWIN,  
704 Chesnut Street, St. Louis, Mo.**



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	Yrs.	Days.	Yrs.	Days.	Yrs.	Days.	Yrs.	Days.
20	..	256	1	155	2	61	3	264
30	..	329	1	300	2	277	4	246
40	1	49	2	96	3	126	5	86
50	1	23	2	5	2	311	4	85

#### TEN-PAYMENT POLICY.

20	2	331	6	67	9	319	18	265
30	3	36	6	185	10	93	17	294
40	3	55	6	112	9	67	14	171
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Is the shortest and best route between Chicago and all points in Northern Illinois, Iowa, Dakota, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, China, Japan and Australia. Its

Chicago, St. Paul, and Minneapolis Line is the short line between Chicago and all points in Northern Wisconsin and Minnesota, and for Madison, St. Paul, Minneapolis, Duluth and all points in the Great Northwest. Its

La Crosse, Winona and St. Peter Line is the best route between Chicago and La Crosse, Winona, Rochester, Owatonna, Mankato, St. Peter, New Ulm, and all points in Southern and Central Minnesota. Its

Green Bay and Marquette Line is the only line between Chicago and Janesville, Watertown, Fond du Lac, Oshkosh, Appleton, Green Bay, Keshauqua, Nequaunee, Marquette, Houghton, Hancock and the Lake Superior Country.

Its Freeport and Dubuque Line is the only route between Chicago and Elgin, Rockford, Freeport, and all points via Freeport.

Its Chicago and Milwaukee Line is the old Lake Shore Route, and is the only one passing between Chicago and Evanston, Lake Forest, Highland Park, Waukegan, Racine, Kenosha and Milwaukee.

### PULLMAN PALACE CARS

are run on all through trains of this road. This is the only line running these cars between Chicago and St. Paul and Minneapolis, Chicago and Milwaukee, Chicago and Winona, or Chicago and Green Bay.

Close connections are made at Chicago with the Lake Shore & Michigan Southern, Michigan Central, Baltimore & Ohio, Pittsburg, Fort Wayne & Chicago, Kankakee Line and Pan Handle Routes for all points East and Southeast, and with the Chicago & Alton and Illinois Central for all points South.

Close connections are also made with the U. P. R. R. at Omaha for all far West points.

Close connections made at Junction points with trains of all cross points.

Tickets over this route are sold by all coupon ticket agents in the United States and Canada. Remember, you ask for your tickets via the Chicago and Northwestern Railway, and take none other.

New York office, No. 415 Broadway; Boston office, No. 5 State Street; Omaha office, 233 Farnham Street; San Francisco office, 121 Montgomery Street; Chicago ticket offices, 62 Clark Street, under Sherman House; corner Canal and Madison Streets; Kinzie Street Depot, corner W. Kinzie and Canal Streets; Wells Street Depot, corner Wells and Kinzie Streets.

For rates or information not attainable from your home ticket agents, apply to

W. H. STENNETT, General Superintendent.  
Gen'l Pass. Ag't. x-1c

### Illinois Central Railroad.

## Chicago to St. Louis

### Without Change of Cars.

Making direct connections at St. Louis for Kansas City, Leavenworth, Denver, St. Joseph, Atchison, Little Rock, Denison, Galveston, and all points Southwest.

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175 miles the shortest route to Memphis, Vicksburg, Mobile, New Orleans, and all points South. This is also the direct route to Decatur, Pana, Vandalia, Terre Haute, Vincennes, Evansville, Shawneetown, Peoria, Canton, Keokuk, Warsaw, Farmington, Clinton, Mt. Pleasant and Springfield.

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### Without Change of Cars.

The only direct route to Galena, Dubuque, Waterloo, Cedar Falls, Charles City, Ackley, Fort Dodge and Sioux City.

Elegant Drawing-room Sleeping Cars run through to St. Louis, Cairo, New Orleans and Dubuque.

Baggage checked to all important points.

Ticket Offices at Chicago—121 Randolph street; Great Central Depot, foot of Lake street; Union Depot, foot of Twenty-second street.

W. P. JOHNSON, Gen. Pass. Ag't., Chicago.

J. F. TUCKER, Gen. Sup., Chicago.

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## TAKE THE Ohio & Mississippi RAILWAY

FOR

All Points East and Southeast.

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Pullman Palace Sleeping Cars on night trains. Elegant new parlor cars on day trains.

Trains equipped with all modern improvements, including Miller's Patent Platform and Coupler, and the Loughbridge Air Brake.

W. W. PEABODY, C. S. CONE, Jr.,  
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St. Louis.

## ST. LOUIS AND SOUTHEASTERN RAILWAY.

### THE SHORT LINE

And positively the best route from

St. Louis  
—TO—  
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Where it connects for all points

### SOUTH AND SOUTHEAST.

Including

Chattanooga, Decatur,  
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Brunswick, New Orleans,  
Savannah, Knoxville,  
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Petersburg, Norfolk and Richmond, thus forming the

### CREAT TRUNK ROUTE

Between these points and St. Louis.

Travelers, remember this is the great Passenger and Mail Route. It affords you the advantage of Pullman Palace Sleeping Coaches through to Nashville without change. No other line can offer this accommodation.

This is the best route for

Belleville, Shawneetown,  
And all points in Southern Illinois.

It is the only line for

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